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# SAINT JOSEPH'S COLLEGE

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1993-1994 CATALOG

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Correspondence for further information may be addressed to the appropriate office at Saint Joseph's College, Rensselaer, Indiana 47978, as follows:

College Affairs (219-866-6157)  
ALBERT J. SHANNON, PH.D.  
*President*

Academic Policies, Faculty Appointments (219-866-6154)  
ROBERT J. GARRITY, PH.D.  
*Vice President for Academic Affairs*

Transcripts of Credits (219-866-6161)  
CAROL BURNS  
*Registrar*

Admissions (219-866-6170)  
BRIAN KESSE  
*Dean of Admissions*

Financial Aid Information (219-866-6163)  
DAVID H. HOOVER  
*Director of Financial Aid*

Business Affairs (219-866-6151)  
JAMES E. THATCHER  
*Vice President for Business Affairs*

Student Affairs (219-866-6127)  
WILLIAM R. MANISCALCO  
*Vice President for Student Affairs*

Development (219-866-6175)  
JIM VALENTINE  
*Vice President for Development*

***SAINT JOSEPH'S COLLEGE BULLETIN***

***CATALOG ISSUE***

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\*C.P.P.S. are the initials for the Roman Catholic religious Society that has operated and staffed Saint Joseph's College since the beginning. The initials stand for the Society of the Most Precious Blood.



# **SAINT JOSEPH'S**

## **A FOUR YEAR GENERAL COLLEGE**

### **Accredited by:**

National Council for Accreditation of Teacher Education.

North Central Association of Colleges and Schools

State of Indiana Department of Public Instruction for the training of elementary and secondary teachers.

### **Affiliated with:**

Gulf Coast Research Laboratory,

Ocean Springs, Mississippi

The Washington Center

### **With Membership In:**

Association of American Colleges

American Catholic Philosophical Association

American Council on Education

Associated Colleges of Indiana

Association of General and Liberal Studies

American Association of Colleges for Teacher Education

Catholic Library Association

College Entrance Examination Board

Council of Independent Colleges

Independent Colleges and Universities of Indiana

Indiana Academy of Social Sciences

Indiana Conference of Higher Education

Indiana Consortium for International Programs

National Association of Independent Colleges and Universities

National Catholic Education Association

National Commission on Accreditation

Saint Joseph's College adheres to the following policy with regard to the recruitment and admission of students, awarding financial or other assistance, provision and management of housing facilities, counseling of students, employment of individuals, the conduct of College sponsored programs or events, and the overall administration of the College.

No person shall on the basis of race, color, sex, age, handicap, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity sponsored by the College."

The College reserves the right to change certain requirements for degrees, prerequisites, majors, fees, scheduling, etc. All such cases are adjusted in such a way that the curricular requirements will work no hardship on a student who has entered under an earlier set of requirements. A student who has discontinued college studies for a full semester or more is regarded as re-entering the College when resuming studies and will be held to the requirements current at re-entrance.

**Saint Joseph's College is on "Chicago time" (CST, CDT) all year round.**

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# SAINT JOSEPH'S COLLEGE

## ACADEMIC CALENDAR 1993-1994

### FALL SEMESTER (TERM 931)

Aug	10	Tue	Deadline for financial arrangements with College Bank
Aug	19	Thur	Freshman orientation
Aug	20	Fri	Freshman orientation & enrollment in ballroom
Aug	21	Sat	Freshman registration-A.M. in ballroom
Aug	22	Sun	Upperclassmen enrollment/registration-P.M. in ballroom
Aug	23	Mon	Classes begin 8:00 A.M.
Aug	27	Fri	Limit for changes in course schedules (add/drop period)
			Last day to register independent study projects for term 931 in the ballroom
Sep	6	Mon	Labor Day - No classes
Sep	13	Mon	All clubs must be registered with either the Vice President for Academic Affairs or Student Affairs
Oct	8	Fri	End of mid-term period
Oct	11	Mon	No classes
Oct	12	Tue	Classes resume at 8:00 A.M.
Oct	12	Tue	Mid-term grades due 10:00 A.M. in Registrar's Office
Oct	20	Wed	Last day for declaration of pass/not pass option for eligible courses
			Last day for course withdrawals
Nov	8	Mon	Registration for term 932 opens in the ballroom
Nov	12	Fri	Registration for term 932 closes
Nov	19	Fri	Thanksgiving recess begins after the last class
Nov	29	Mon	Classes resume at 8:00 A.M.
Dec	13	Mon	Exam week begins
Dec	16	Thur	Exam week ends. Last day of term 931
Dec	20	Mon	Grades due 10:00 A.M. in Registrar's Office
Dec	24	Fri	Final grade reports mailed to student's permanent (home) address by this date

### WINTER SEMESTER (TERM 932)

Dec	10	Fri	Deadline for financial arrangements with College Bank
Jan	9	Sun	New students enroll & register. Late registration for returning students who did not register in November
			Registration held in ballroom
Jan	10	Mon	Classes begin at 8:00 A.M.
Jan	14	Fri	Limit for changes in course schedules (add/drop period)
			Last day to register for independent study projects for term 932 in the ballroom
Jan	20	Thur	Deadline for removal of "I" grades & petition for grade changes for term 931
Mar	4	Fri	End of mid-term period
			Spring break begins after last class
Mar	8	Tue	Mid-term grades due 10:00 A.M. in Registrar's Office
Mar	14	Mon	Classes resume at 8:00 A.M.
Mar	16	Wed	Last day for declaration of pass/not pass option for eligible courses. Last day for course withdrawal.

Apr	1	Fri	Good Friday - no classes
Apr	4	Mon	Easter Monday - no classes
Apr	5	Tue	Classes resume at 8:00
Apr	11	Mon	Registration for term 933 & 941 opens in the ballroom
Apr	15	Fri	Registration for term 933 closes
			Registration for term 941 closes
May	2	Mon	Exam week begins
May	5	Thru	Exam week ends. Last day of term 932
May	6	Fri	Senior grades due 8:00 A.M. in Registrar's Office
May	8	Sun	Commencement
May	10	Tue	Grades of all other students due 10:00 A.M. in the Registrar's Office
May	13	Fri	Final grade reports mailed to the student's permanent (home) address by this date.

### **SPRING SESSION (TERM 933)**

May	16	Mon	Enrollment & registration in Registrar's Office
May	17	Tue	Classes begin (5 week session & 8 week session)
May	20	Fri	Final day to enroll & register for term 933
May	20	Fri	Final day to make course changes (add/drop period)
May	26	Thu	Final day for course withdrawals (5 week session)
May	30	Mon	Memorial Day - no classes
Jun	9	Thu	Deadline for removal of "I" grades & petition for grade changes for term 932
			Final day for course withdrawals (8 week session)
Jun	17	Fri	Last day of spring 5 week session (term 933)
Jun	21	Tue	Grades due 10:00 A.M. in Registrar's Office (5 week)
Jun	24	Fri	Final grades for term 933 will be mailed to student's permanent (home) address by this date (5 week session)
Jul	8	Fri	Last day of spring 8 week session (term 933)
Jul	12	Tue	Grades due 10:00 A.M. in Registrar's Office (8 week)
Jul	15	Fri	Final grades for term 933 will be mailed to student's permanent (home) address by this date (8 week session)
Jul	22	Fri	Deadline for removal of "I" grades & petition for grade change for spring session (term 933) (5 week session)
Aug	12	Fri	Deadline for removal of "I" grades & petition for grade change for spring session (term 933) (8 week session)

### **SUMMER SESSION (TERM 934)**

Jun	19	Sun	Enrollment & registration for mini session
Jun	20	Mon	Mini session begins
Jun	21	Tue	Enrollment & registration for term 934
Jun	22	Wed	Summer session classes begins
Jun	29	Wed	Last day for course schedule changes (add/drop period)
Jul	8	Fri	Mid-term free day
Jul	11	Mon	Last day for course withdrawals for term 934
Jul	22	Fri	Deadline for removal of "I" grades and petition for grade change for spring session (term 933) (5 week)
Aug	4	Thu	Last day of summer session (term 934); summer commencement
Aug	8	Mon	Grades due at 10:00 A.M. at the registrar's Office
Sep	8	Fri	Deadline for removal of "I" grades and petition for grade changes for summer session (term 934)
Aug	12	Thu	Deadline for removal of "I" grades & petition for grade change for spring session (term 933) (8 week session)



# SAINT JOSEPH'S COLLEGE

## ACADEMIC CALENDAR 1994-95

### FALL SEMESTER (TERM 941)

Aug	10	Wed	Deadline for financial arrangements with College Bank
Aug	18	Thu	Freshman orientation
Aug	19	Fri	Freshman orientation and enrollment in ballroom
Aug	20	Sat	Freshman registration—A.M. in ballroom
Aug	21	Sun	Upperclassmen enrollment/registration—P.M. in ballroom
Aug	22	Mon	Classes begin 8:00 A.M.
Aug	26	Fri	Limit for changes in course schedules (add/drop period)
			Last day to register independent study projects for term 941 in the ballroom
Sep	5	Mon	LABOR DAY - No classes
Sep	12	Mon	All clubs must be registered with either the Vice President for Academic Affairs or Student Affairs
Oct	7	Fri	End of mid-term period
Oct	10	Mon	No classes
Oct	11	Tue	Classes resume at 8:00 A.M.
Oct	11	Tue	Mid-term grades due 10:00 A.M. in Registrar's Office
Oct	19	Wed	Last day for declaration of pass/not pass option for eligible courses
			Last day for course withdrawals
Nov	7	Mon	Registration for term 942 opens in the ballroom
Nov	11	Fri	Registration for term 942 closes
Nov	18	Fri	Thanksgiving recess begins after the last class
Nov	28	Mon	Classes resume at 8:00 A.M.
Dec	12	Mon	Exam week begins
Dec	15	Thu	Exam week ends. Last day of term 941
Dec	19	Mon	Grades due 10:00 A.M. in Registrar's Office.
Dec	23	Fri	Final grade reports mailed to student's permanent (home) address by this date

### WINTER SEMESTER (TERM 942)

Dec	10	Sat	Deadline for financial arrangements with College Bank
Jan	8	Sun	New students enroll & register. Late registration for returning students who did not register in November 1993. Registration held in ballroom.
Jan	9	Mon	Classes begin at 8:00 A.M.
Jan	13	Fri	Limit for changes in course schedules (add/drop period)
			Last day to register for independent study projects for term 942 in the ballroom.
Jan	19	Thu	Deadline for removal of "I" grades & petition for grade changes for term 941
Mar	3	Fri	End of mid-term period
			Spring break begins after the last class
Mar	7	Tue	Mid-term grades due 10:00 A.M. in Registrar's Office
Mar	13	Mon	Classes resume at 8:00 A.M.
Mar	15	Wed	Last day for declaration of pass/not pass option for eligible courses.
			Last day for course withdrawal
Apr	3	Mon	Registration for term 943 & 951 opens in the ballroom



Apr	6	Thu	Registration for term 943 closes
			Registration for term 951 closes
Apr	14	Fri	Good Friday—no classes
Apr	17	Mon	Easter Monday—no classes
Apr	18	Tue	Classes resume at 8:00
May	1	Mon	Exam week begins
May	4	Thu	Exam week ends. Last day of term 942
May	5	Fri	Senior grades due 8:00 A.M. in Registrar's Office
May	7	Sun	Commencement
May	9	Tue	Grades of all other students due 10:00 A.M. in the Registrar's Office
May	12	Fri	Final grade reports mailed to student's permanent (home) address by this date.

### SPRING SESSION (TERM 943)

May	15	Mon	Enrollment & registration in Registrar's Office
May	16	Tue	Classes begin (5 week session & 8 week session)
May	19	Fri	Final day to enroll & register for term 943
			Final day to make course changes (add/drop period)
May	25	Thu	Final day for course withdrawals (5 week session)
May	29	Mon	MEMORIAL DAY—no classes
Jun	8	Thu	Deadline for removal of "I" grades & petition for grade changes for term 942
			Final day for course withdrawals (8 week session)
Jun	16	Fri	Last day of spring 5 week session (term 943)
Jun	20	Tue	Grades due 10:00 A.M. in Registrar's Office (5 week)
Jun	23	Fri	Final grades for term 943 will be mailed to student's permanent (home) address by this date (5 week session)
Jul	4	Tue	Independence Day—no classes
Jul	7	Fri	Last day of spring 8 week session (term 943)
Jul	11	Tue	Grades due 10:00 A.M. in Registrar's Office (8 weeks)
Jul	14	Fri	Final grades for term 943 will be mailed to student's permanent (home) address by this date (8 week session)
Jul	21	Fri	Deadline for removal of "I" grades & petition for grade change for spring session (term 943) (5 week session)
Aug	11	Fri	Deadline for removal of "I" grades & petition for grade change for spring session (term 943) (8 week session)

### SUMMER SESSION (TERM 944)

Jun	20	Tue	Enrollment & registration for term 944
Jun	21	Wed	Summer session classes begin
Jun	28	Wed	Last day for course schedule changes (add/drop period)
Jul	4	Tue	Independence Day—no classes
Jul	14	Fri	Mid-term free day—no classes
Jul	17	Mon	Last day for course withdrawals for term 944
Jul	21	Fri	Deadline for removal of "I" grades and petition for grade change for spring session (term 943) (5 week)
Aug	3	Thu	Last day of summer session (term 944); summer commencement
Aug	7	Mon	Grades due at 10:00 A.M. at the Registrar's Office
Aug	11	Fri	Deadline for removal of "I" grades and petition for grade changes for spring session (term 943) (8 week session)
Sep	8	Fri	Deadline for removal of "I" grades and petition for grade changes for summer session (term 944)

## STATEMENT OF MISSION

Saint Joseph's College is an independent, Roman Catholic, primarily undergraduate college for men and women, committed to excellence and quality and has as its mission:

- 1) To provide a total educational experience comprised of sound career preparation through participation in innovative career-oriented programs, combined with the liberating influence of a value-oriented Core program.
- 2) To set the educational experience in the frame-work of spiritual, moral, and ethical principles which reinforce the pursuit of truth.
- 3) To develop for society informed and responsible citizens capable of leadership with character, good judgement, and competence to make productive contributions to the community, the professions, business and government.
- 4) To instill in its students an understanding of the relationship between human freedom and economic freedom, a philosophy derived from human nature, free will and our ultimate duty to the Creator.
- 5) To serve with equality a diverse student body composed of students of all races, creeds and socio-economic backgrounds who have an aptitude and desire to learn.
- 6) To maintain a residential college which fosters communications between students, faculty, and administration and contributes to the spiritual, moral, and social development of the individual.
- 7) To provide the faculty, administration, and staff with the opportunity for creativity and career fulfillment.
- 8) To administer the academic and operating needs of the College on a basis of financial stability.
- 9) To extend educational services as Church needs and public needs may require.



## COLLEGE HISTORY

In 1867, the Catholic Diocese of Fort Wayne purchased a farm south of Rensselaer on which there were already two frame dwellings. These were converted into an orphanage that existed until 1887. One year later, The Most Reverend Joseph Dwenger, bishop of Fort Wayne, offered the vacant orphan home with part of the farm to Father Henry Drees, C.P.P.S. then Provincial of The Society of the Precious Blood, with the stipulation that a college be founded there. In 1889, Saint Joseph's College was incorporated under the laws of the state of Indiana with the right to grant scholastic degrees. The college opened its doors on September 2, 1891.

The educational program in the early years was on two distinct levels, the high school and the junior college. The aim was to prepare students for seminaries and professional schools, for teaching and for immediate entry into business. The new college passed its first major milestone June 16, 1896, when it presented diplomas to twelve students, its first class of graduates.

The original aims of Saint Joseph's changed little until 1925. At that time the College was converted into a minor seminary and for a period of six years admitted only students preparing for the priesthood. The status of academy and junior college was reestablished in 1932, and plans for the expansion of the school were formulated. Saint Joseph's began to operate as a senior college in 1936, and June 1938, its first four-year class was graduated.

In the next three decades, Saint Joseph's grew from a school of a few buildings to a contemporary college. The expansion was carefully designed to utilize the one hundred and thirty acre campus to serve the educational needs of Saint Joseph's students.

In 1951, in response to the need for a Catholic college in the Calumet region of northwest Indiana, the College began an extension program in East Chicago. This program developed to the point that in 1963 it was granted the status of a campus, known as Saint Joseph's College Calumet Campus and is now a separate institution known as Calumet College of St. Joseph.

With an ever-present desire to improve its educational opportunities, Saint Joseph's introduced campus and curriculum innovations which evidence its contemporary philosophy of education.

The campus Computer Center was completed in 1966 and offers students training and experience in both scientific and commercial data processing.

In 1968, the College ended its 79-year policy of admitting male residential students only. The change to a coeducational institution was made to widen the range of students contributing to the College's intellectual atmosphere and to create an air of better social and academic involvement on campus. Saint Joseph's offers a wide spectrum of programs and courses for women students, who have responded by enrolling in all academic areas of the College.

The introduction of the Core Curriculum program in the fall of 1969 shifted the direction of general education courses from that of a series of separate courses to an interdisciplinary approach. This combined the previous courses into a program examining issues of history, philosophy, theology, literature and other subjects within a historical framework. The interrelated nature of all subject material in the Core Curriculum allows the student to have an overview which permits deeper understanding and clearer insights.

Improving and expanding the quality of academic offerings is a continuing process at Saint Joseph's. The list of major programs of study has grown to approximately 40.

In the summer of 1993, two years after Saint Joseph's College celebrated its Centennial, the presidency was assumed for the first time by a lay person, Dr. Albert Shannon. Father Charles Banet's Term of 28 years represented the last and longest



of the 13 priests who held that office over the school's 102 years. However, the association with the Society of the Precious Blood, both in terms of the priests and brothers who are still serving Saint Joseph's College and the Society's involvement in the future of the College will continue.

## **SPECIAL FEATURES OF SAINT JOSEPH'S COLLEGE**

A variety of distinctive features makes Saint Joseph's College unique among liberal arts colleges. The extensive lawns, shady groves, and tree-lined drives make the campus very attractive, but it is the people and programs of Saint Joseph's which give the College its distinctive reputation.

### **THE COLLEGE COMMUNITY**

The College is a community of scholars in which students, faculty members, administrators and trustees actively participate in academic life on campus, plan for the future of the College, and work together to achieve their common goals. Many students develop long-term friendships with their professors and other members of the College community through close academic work and various social activities. An outstanding feature of the College is the camaraderie of its students, whose buoyancy and vigor promote the outgoing spirit which permeates the campus. Students at Saint Joseph's show their strong empathy and warm feelings toward fellow human beings in numerous ways: they raise funds through sports marathons and other events, and contribute the proceeds to worthy causes; they participate in volunteer services concerned with mental health, social work, religious activities, and health care; they help to fight fires, they search for lost children, and they donate to local blood banks. A strong spirit of service carries over into their careers of medicine, dentistry, and other health-related fields—into teaching, religious, vocations, and counseling—and into service-oriented projects to those who go into the business world.

### **CORE CURRICULUM**

The most outstanding academic program of Saint Joseph's College is its Core Curriculum, which integrates a broad range of general education subjects into a meaningful whole. In essence, Core is a study of the "human phenomenon," including its recorded history and current situation, the rise of civilization and development of different cultures, achievements and current problems, and reflections upon existence. One of the most innovative segments of the program is Intercultural Studies, which surveys the histories and cultures of Africa, India, China and Latin America. It includes a variety of lectures by invited scholars, exhibits of painting and sculpture representative of the cultures, performances of traditional dances and ceremonies, and feature-length films which reflect these cultures. The other parts of Core also make use of a variety of speakers, materials, and styles of presentation.

Reading/writing, and speaking/listening skills are strongly emphasized throughout the four years of Core in order to develop the thinking and communication skills which college graduates need to be effective members of society. Students with writing problems are referred to the Writing Clinic. Core segments are divided into discussion sections of about 15-20 students each. The small size of these sections gives each student an opportunity to ask questions and to participate in discussion. The discussion leaders strive to bring all members of the class into discussion.



## PROGRAM OF CHURCH MUSIC AND LITURGY

A unique offering of Saint Joseph's College is the Rensselaer Program of Church Music and Liturgy, which has achieved an enviable record of recognition throughout the United States and beyond. Students specialize in musical composition, conducting, organ, voice, piano, guitar, or music education.

The Church Music-Liturgy Program is Saint Joseph's only area of both undergraduate and graduate degree work. The graduate sequence, leading to a master's degree, is highly acclaimed for its practical, worship-oriented approach and is specially designed for students who can be absent from their posts in summers only.

The graduate faculty includes recognized authorities in church music and liturgy. Witness to the authenticity and quality of the program is the fact that graduates occupy responsible national and diocesan positions from New York to the state of Washington, from Louisiana to Manitoba, Canada. Monsignor James Conroy, writing in *Our Sunday Visitor* in 1967, expressed it well when he boasted of his Alma Mater in these words: "If liturgical music is to flourish in the United States, there is no doubt that Saint Joseph's music program will be listed as one of the contributing causes."

## THE COLLEGE LIBRARY

In addition to the usual books and audio-visual collections one finds in college libraries, the Robinson Memorial Library has strong English literature, Catholic, and reference collections as well as excellent resources in the areas of non-Western cultures such as Africa, Asia and India. In addition, the reference staff has online access to many national databases covering a vast array of disciplines and material formats. Students and faculty access the library's book and audio-visual collection through a computer catalog. Supplementary to the library's many printed indexes is a CD-ROM general periodical index.

The library is a depository for a selected number of U.S. Government Documents which now number over 122,000 items. These documents supplement the main collection of some 164,000 books and bound periodicals and 23,000 audio-visual items.

The library also maintains a Curriculum Library of textbooks and other reading materials used in elementary and secondary schools. Education students use this collection to prepare for their courses and practice teaching.

As a member of NIALSA, a regional library cooperative of 81 libraries of different types, the Robinson Memorial Library has ready access to these collections and supplies interlibrary loan material to its faculty and students upon request. Through its membership in INCOLSA, the library belongs to OCLC, an international library database. With its OCLC terminals, the library can locate and borrow materials from over 13,000 libraries. Membership in the Private Academic Library Network of Indiana (PALNI) provides direct access to materials in 24 private Indiana colleges.

## ACADEMIC COMPUTER CENTER

Saint Joseph's College Computer Center has three computer labs each connected to the other by a 3COM Ethernet Network. The main academic lab houses sixteen time sharing terminals and eight Zenith Personal Computers. The eight Zenith's are networked with the 3COM network. The time sharing terminals are connected to a SUN 3/150 graphics work station. Pascal, Cobol, C, Informix Data Base software and Graphics are used in the classes taught on the SUN systems. The SUN 3/1150 will also be a gateway to a nationwide network called Internet. Over a seven year period The Internet network has grown to span several thousand individual networks throughout the United States and Europe. It connects over 20,000 computers at universities and government research laboratories. The Internet network is available to all students and faculty who need access to other users and systems on the national network.



Our second lab contains seven Apple Macintosh Computers, seven personal computers and four SUN 2/170 graphics-work stations. The SUN workstations each have both a color and a monochrome monitor. The programming is done on the monochrome monitor and the graphics applications is run on the color monitor. The Macintosh computers are interconnected via Appletalk which allows each of them access to laser printers and 3COM servers. The 3COM servers store a very large selection of software for use on the Macintosh. This selection includes HyperCard, MS-Word, Excel spreadsheet, SmallTalk, Aztec-C language, Turbo Pascal language, PageMaker-Desktop Publishing software, MacPaint, and MacDraw. One Macintosh is also connected to a Hewlett-Packard Scanner, a video image grabber and a CD-ROM. Many of St. Joe's on campus publications are produced on the Macintosh computers. The Student newspaper "STUFF", and the Alumni newspaper "CONTACT" are both typeset with the PageMaker software on the Mac's. This lab has 4 printers: two on the 3COM network, one on the Appletalk net and one on the SUNs.

The third lab also doubles as a classroom. It contains 20 Zenith 159 computers each with 640K of memory, all of which are connected to the network. There are four printers in this lab.

The main part of the network consists of Fiber Optic cable and coaxial cable connecting six different buildings, each of which is cabled by coaxial cable to allow the different labs and offices access to the network. The 3COM network has three Servers which handle file and print service for 75 personal computers and 9 Macintosh computers. Five SUN workstations also share the ethernet network. A user anywhere on the 3COM network can access electronic mail, or communicate with anyone on the network at any time. The printers mentioned above are all available to the computers on the Network. These printers include dot matrix, color daisy wheel, and laser.

A large selection of software is available on the network. Some of the software packages include: electronic mail, SAS statistical package, DbaseIII and Paradox data base systems, Turbo Pascal, Smalltalk, LOTUS 123, Quick Basic language, Microsoft WORD and Textra word processors, and ScreenWright Script writing software.

The 3COM network connects over 90% of the faculty offices to the labs and classrooms. This allows a very smooth communications system to operate on Saint Joseph's campus. If a faculty member is not available by phone, he/she can be contacted via electronic mail over the network at his/her convenience.

## **VISITING SCHOLARS PROGRAM**

Saint Joseph's College is a community of scholars which effectively interacts with scholars at the national and international levels. Through the generosity and auspices of the Lilly Endowment, Woodrow Wilson Foundation, the Consortium for International Studies and Programs, the Indiana Consortium for International Programs, the State Department, and other sources, leaders in foreign affairs, religious matters, social action, science and business come to our campus and give lectures, participate in Core, and take part in social activities.

There are also opportunities for students to take part in study and travel abroad.

## **STUDY ABROAD**

Through special contractual arrangements, the College makes several foreign sites available to its students to study for a semester or a year in England, France, the Netherlands, Germany, Austria, and Central America. These foreign campuses are actually extension campuses of Saint Joseph's, so these arrangements can be made with a minimum of paperwork.



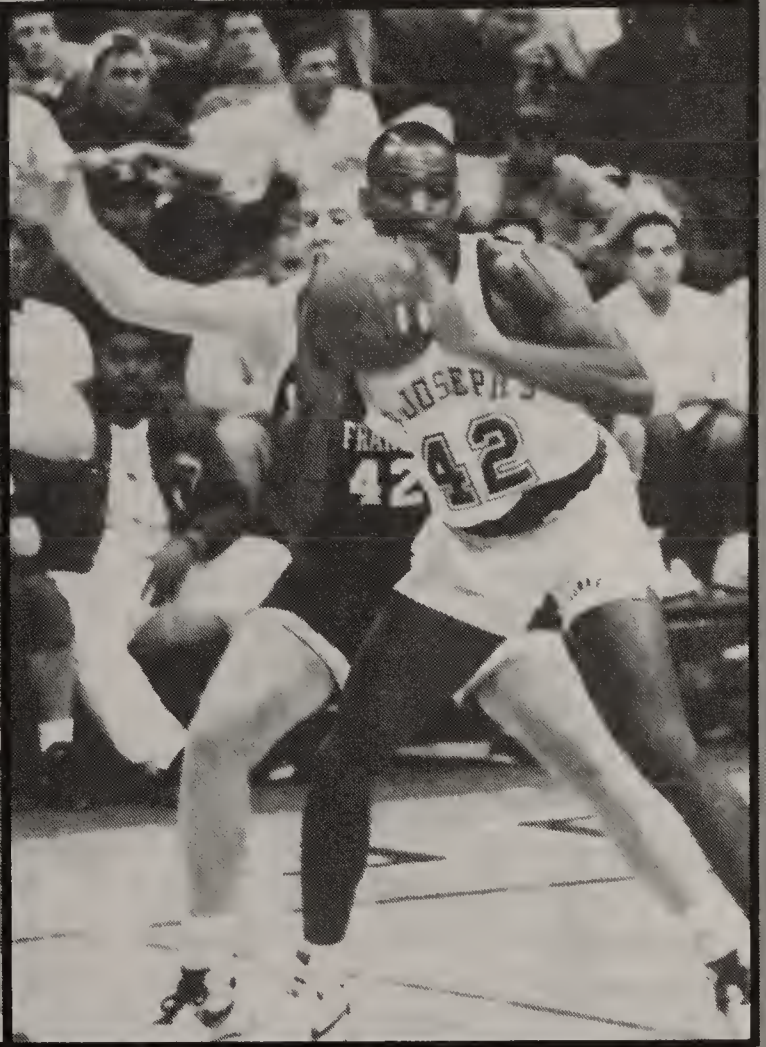
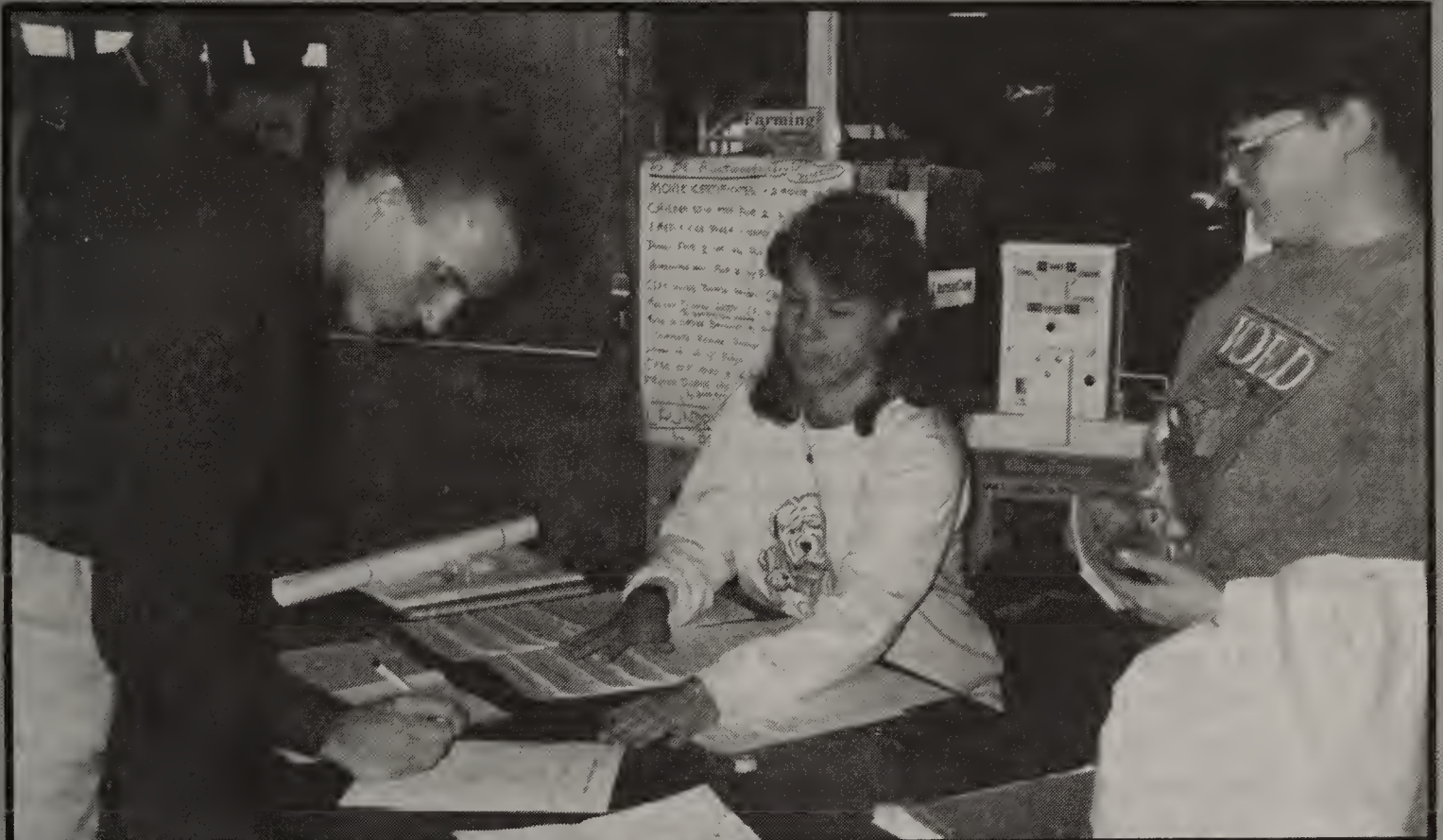




# ADMISSIONS

## DEGREES OFFERED

## GRADUATION REQUIREMENTS





## ADMISSION TO THE COLLEGE

All correspondence relating to admission should be addressed to the Director of Admissions, P.O. Box 890 Saint Joseph's College, Rensselaer, Indiana 47978. Application for admission should be filed as early as possible and all credentials should be in the hands of the College at least three weeks before the opening of the school term. Application forms will be sent upon request. All credentials submitted as part of the admission procedure become the property of the College.

### CAMPUS VISITS

All applicants are encouraged to visit the College and a planned tour will be given to persons interested in seeing Saint Joseph's. Please call or write prior to your arrival if you wish to talk to a counselor and have a tour.

### GENERAL REQUIREMENTS

Whether or not the student meets the entrance requirements will be determined on the basis of the information contained in the high school record. It is understood that these minimum requirements do not necessarily guarantee an applicant admittance. From among the applicants who meet the entrance requirements, the College reserves the right to select those best qualified to succeed at Saint Joseph's. Therefore, the approval or rejection of an application may, in some cases, be deferred until later in the admission period.

All applicants shall comply with the following requirements:

1. Application form filled out completely by applicant.
2. \$15 non-refundable application fee submitted with application for admission.
3. Official transcript of credits from all high schools and colleges previously attended, mailed directly from the schools to the Director of Admissions.
4. Evidence of good health and proper immunization provided on an official medical certificate form supplied by the College after an application has been approved and housing deposit submitted.
5. Notification of acceptance from the Director of Admissions. Final action in each case is based upon satisfactory evidence of scholastic ability of the applicant.

### ADMISSION TO FRESHMAN STANDING

Candidates for freshman standing will be selected from applicants who present the following academic credentials:

1. Certificate of graduation from an approved high school. Graduates from other high schools may be accepted conditionally; full standing will be dependent upon subsequent work.
2. Minimum of fifteen units, ten of which must be from the following academic fields: English, foreign language, social studies, mathematics, and natural sciences. It is not necessary that all of these fields be represented in the ten units. The term *unit* expresses a measure of academic credit, representing a subject carried through no fewer than thirty-two weeks with five class meetings a week or the equivalent.
3. Every applicant is required to take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Examination (ACT) and have the scores sent to Saint Joseph's College. Students wishing to make application to take the test should procure application forms from their secondary schools, or write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or P.O. Box 27896,



Los Angeles, California for the SAT, or to the American College Testing Board, P.O. Box 168, Iowa City, Iowa 52240 for the ACT.

4. Every applicant must have a minimum C average in academic high school work.
5. If it is determined that a deficiency in either language skills or mathematical skills exists, a special program may be required of the student. This program, under the direction of the Counseling Services, will consist of counseling, load limits, special projects or courses designed to remove the deficiency.

## **ADMISSION OF SPECIAL STUDENTS**

Students who wish to pursue particular studies without being candidates for a degree or for teacher certification may be admitted as special students, if it seems that they can profit from such work. Work done by special students will not be counted toward a degree or teacher certification until all entrance requirements have been fulfilled.

## **EARLY ADMISSION**

Exceptionally well-qualified students who have not graduated from high school, but who have completed at least their junior year, may be admitted to freshman standing. Their eligibility for admission will be determined on the basis of high school courses and grades, objective tests and the recommendation of the high school principal or counselor. A letter from the principal stating that a high school diploma will be awarded upon completion of a stated number of semester hours must be received by the Admissions Director before a final decision will be made.

## **ADMISSION OF TRANSFER STUDENTS**

Students transferring from other institutions whose curricula are substantially the same as those of Saint Joseph's College may be admitted with advanced standing. (See section "Transfer Policy" on page 46).

## **ADMISSION OF VETERANS & OTHER NONTRADITIONAL STUDENTS**

The College welcomes applications from veterans and other nontraditional students and will accept a general education development certificate (GED) in place of a high school diploma. Such students should submit evidence of accomplishment from military or work experience to supplement the GED transcript or the high school transcript, if such evidence provides a better indication of the applicant's ability to succeed in college. In some instances, the College Admissions Office may require an applicant to supply this kind of information. These students are not ordinarily required to take the Scholastic Aptitude Test (SAT or ACT). All veterans and other non-traditional students seeking admission must comply with all the other requirements for admission listed in the section entitled GENERAL REQUIREMENTS.

## **ADMISSION OF INTERNATIONAL STUDENTS**

An international student seeking admission to Saint Joseph's College must fill out the Foreign Student Application provided by the Admissions Office. The applicant must demonstrate a score of 550 or above on the Test of English as a Foreign Language (TOEFL) or provide positive and conclusive evidence of the ability to speak and write the English language. Transcripts from high school and other universities or colleges attended are required and must be submitted in official English translation.

The international student is required to have adequate health and accident insurance coverage. The applicant must present certification of financial resources available to cover all costs at Saint Joseph's College. All term expenses must be paid in

full prior to registering for classes. It is the responsibility of the applicant to have proper immigration and travel papers completed and submitted to the proper U.S. government officials and College officials.

DEGREES OFFERED

The academic departments of the College are organized into six divisions: Commerce, Education and Arts, Humanities, Mathematics and Natural Science, Social Sciences, and the Core Curriculum (general education). Listed below are all of the majors, minors, group majors, associate degrees, and major degrees offered within these divisions. Details on every one of these programs can be found in the alphabetical listings of departments.

CORE CURRICULUM

These 45 credit hours (Cores 1-10) are required of *all* students at the College, no matter what their major. Only students in two or three-year programs are exempt from specified parts of the Core Curriculum.

DIVISION OF COMMERCE

Accounting-Finance:	group major	B.S.
Accounting-Information Systems:	group major	B.S.
Business Administration:	major, minor	B.B.A.
(A concentration in one of four fields is possible: Accountancy, Finance, Management, Marketing.)		
Business-Computer Science:	associate degree	A.S.
Business Information Management	associate degree	A.S.
Economics-Finance:	group major	B.S.
Entrepreneurial Education	major, minor	B.B.A.
Finance-Accounting:	group major	B.S.
Finance-Information Systems:	group major	B.S.
International Business	group major	B.A., B.S., B.B.A.
Management/Marketing Information Systems:	group major	B.S.
Music-Business Administration:	group major	B.A., B.S.

DIVISION OF EDUCATION AND ARTS

Art:	minor	
Education-Elementary:	major, minor	B.S.
Secondary:	minor	
Music:	major, minor	B.A., B.S.
Church Music:	associate degree, master's	A.A., M.A.
Physical Education:	major, minor	B.S.

DIVISION OF HUMANITIES

Communication and Theatre Arts:	major, minor	B.A., B.S.
English:	major, minor	B.A., B.S.
English-Creative Writing:	major	B.A., B.S.
Humanities:	associate degree	A.A.
Journalism:	minor	
Modern Languages:	minor	
(French, German, Latin, Spanish)		
Philosophy:	major, minor	B.A., B.S.
Philosophy/Religion	major	B.A., B.S.
Radio and Television:	major, minor	B.A., B.S.
Religion:	minor	



DIVISION OF MATHEMATICS AND NATURAL SCIENCE

Biology:	major, minor	B.A., B.S.
Biology-Chemistry:	associate degree, group major	A.S., B.A., B.S.
Chemistry:	major, minor	B.A., B.S.
Computer Science:	major, minor	B.A., B.S.
Geology:	minor	
Geobiology:	group major	B.A., B.S.
Geology-Chemistry:	group major	B.A., B.S.
Geology-Physics	group major	B.A., B.S.
Mathematics:	major, minor	B.A., B.S.
Math-Physics:	group major	B.A., B.S.
Math-Computer Science:	group major	B.A., B.S.
Medical Technology:	group major	B.S.
Nursing:	group major	B.S.N.
Pre-Engineering:	group major	B.S.
Physics:	minor	
Science Education:	group major	B.S.E.

DIVISION OF SOCIAL SCIENCES

Economics:	major, minor	B.A., B.S.
History:	major, minor	B.A., B.S.
Human Services:	group major	B.A., B.S.
International Studies:	group major	B.A., B.S.
Political Science:	major, minor	B.A., B.S.
Psychology:	major, minor	B.A., B.S.
Sociology:	major, minor	B.A., B.S.

PRE-PROFESSIONAL PROGRAMS

Saint Joseph’s College provides baccalaureate degree programs which lead to further work in specialized professional areas;

- 1) *Pre-medical, pre-dental, pre-veterinary* (See Biology Department).
- 2) *Pre-engineering* (See listings after Physics).

Five-year Engineering programs are available in Aeronautical, Chemical, Civil, Electrical, Industrial, Mechanical, and Metallurgical Engineering. After three years at Saint Joseph’s and two to three semesters at an accredited engineering college, students may qualify for a B.S. degree from Saint Joseph’s. After their fifth year, they may qualify for a Bachelor degree in Engineering from one of these colleges.

- 3) *Pre-law curriculum*

The Association of American Law Schools explicitly states that there is no definite, preferred major in a pre-law program. Rather law schools stress the need for broad, liberal arts education. The Core Curriculum, which stresses wide reading, group discussion, and writing, forms an excellent base for the study of law. No major is necessarily better for the pre-law student than others. Therefore, the pre-law program is not under the direct charge of any single department, but a pre-law advisor is available for consultation. The following is sound general advice:

Take courses which require considerable writing; precise, accurate written expression is vital in the legal profession.

Regardless of one’s major, courses in the social science — economics, history, political science, psychology, and sociology — should be included within the college program. One year of accounting will prove useful in law study.

Freshman pre-law students enroll in Core 1 and three of the following, depending on tentative major: accounting, American government, American history, economics, psychology, sociology, English, or a foreign language.

## GRADUATION REQUIREMENTS

### MAJOR SEQUENCE

The major sequence consists of 36 semester hours of credit in a department. For a group major 54 hours of credit are required in specified departments. *Students should observe special regulations under each department*, especially regarding the prerequisites for major sequences. All degree candidates must complete either a major sequence or group major.

### MINOR SEQUENCE

The minor sequence ordinarily consists of 18 semester hours of credit in a department. All students must complete either a minor sequence or a group major.

### SEMESTER HOURS AND CUMULATIVE INDEX

1. A minimum of 120 semester hours and a cumulative index of 2.00 are required for graduation.
2. CORE requires a 2.00 GPA for graduation (freshmen in 8/92).
3. A cumulative index of 2.00 in the major and a 2.00 in the minor fields are required for graduation.
4. A minimum of 60 semester hours and a cumulative index of 2.00 are required for the associate degree.
5. A minimum of 124 hours and cumulative index of 2.50 are required of Teacher Education students.

### ASSOCIATE DEGREES

All associate degree candidates must take the last fifteen hours in residence. In qualifying for an associate degree the candidate must complete at least thirty of the sixty hours at Saint Joseph's College. Those who already have a bachelor's degree must complete at least eighteen hours at the College, while fulfilling all other associated degree requirements. For the Associate of Arts degree in Humanities, the entire Core Curriculum must be taken at Saint Joseph's College. See department listings concerning associate degrees.

### DEGREE CANDIDACY

Seniors are considered to be degree candidates if they have six or fewer credit hours remaining to be fulfilled, if they intend to take these credit hours during the Spring session at Saint Joseph's College and if they have a cumulative index of 1.90. Degree candidates may participate in the regular commencement ceremonies, but without a bachelor's hood. Formal indication that remaining course work has been completed is the candidate's responsibility.

### BACHELOR OF ARTS DEGREE

The Bachelor of Arts Degree (B.A.) at Saint Joseph's College reflects an integrated curriculum comprised of the College CORE, a MAJOR program of study, a MINOR program of study and elective courses. The distinctive features of the B.A. degree include its commitment to general education, career preparation and focus on the balanced standards of the liberal arts curriculum. The B.A. Degree, based in the humanities and arts, is offered by the Faculty in several departments of the College for students interested in pursuing this liberal studies based curriculum. The degree is **defined** by the College with stated curricular requirements in each area of study and **refined** by individual departmental requirements set by the Faculty of the Divisions of



the College. In general, the B.A. degree is distinguished through its requirements either in foreign language or specified courses in arts or humanities in the departments of the College. While no one set of curricular requirements provides the sole definition of the degree, the Faculty of the College view its cohesive nature to be its strong foundation in the humanities. Students are advised to examine B.A. degree offerings in the Division of Humanities, Social Science, Mathematics and Natural Science, Education and Arts, and Commerce.

## **BACHELOR OF SCIENCE DEGREE**

The Bachelor of Science Degree (B.S.) at Saint Joseph's College reflects an integrated curriculum comprised of the College CORE, a MAJOR program of study, a MINOR program of study and elective courses. The distinctive features of the B.S. degree include its commitment to general education, career preparation and focus on the balanced standards of a curriculum grounded in a mathematical or quantitative base. The B.S. Degree, based on individual mathematic literacy requirements, is offered by the Faculty in several departments of the College for students interested in pursuing this curriculum. The degree is **defined** by the College with stated curricular requirements in each area of study and **refined** by individual departmental requirements set by the Faculty of the Divisions of the College. In general, the B.S. degree is distinguished through its requirements in computer science, mathematics, statistics or quantitative research oriented courses in the various departments of the College. While no one set of curricular requirements provides the sole definition of the degree, the Faculty of the College view its cohesive nature to be its strong quantitative foundation. Students are advised to examine B.S. degree offerings in the Division of Commerce, Humanities, Social Science, Education and Arts, and Mathematics and Natural Science.

## **DOUBLE MAJOR**

By fulfilling the requirements of two majors during the normal residence period, a student may graduate with a baccalaureate degree in the double major. A student successfully completing two degree programs, such as a BA in History and a BS in Psychology will receive two diplomas. This type of degree should not be confused with a group major program, such as biology-chemistry or mathematics-physics.

## **SECOND BACHELOR DEGREE**

A student holding a bachelor's degree from any accredited college may qualify for a second baccalaureate degree by showing at least twenty-four hours toward the second major at Saint Joseph's, and by fulfilling all departmental requirements for the second major. All other College policies are also requirements. Students pursuing two degrees are not exempted from overload fees.

## **OFF-CAMPUS DEGREES**

Students who have attained senior standing after the completion of three years of residence and who have then transferred to a school of law, engineering or medicine may secure the degree as follows: in addition to the normal graduation requirements candidates will be required to show successful completion of the first year's work in the professional school in which they have enrolled.

Students transferring to a professional school and planning to graduate after the fourth year, may graduate with honors if the cumulative index for work at Saint Joseph's College and at the professional school meets the required standard.

Students majoring in medical technology complete three years of on-campus courses and a twelve-month hospital education program.

# GRADUATION CHECKLIST

The student is ultimately responsible for the fulfillment of all that is required for graduation. Ordinarily one is held to the requirements of the catalog in force at the time of first enrollment; all subsequent changes will be announced by official bulletins from the Office of the Vice President for Academic Affairs and by the Registrar in the semester schedule of classes.

To assist the student in keeping a record of progress towards graduation, this check list has been prepared. Transfer students may obtain a statement of equivalencies from the Registrar. In completing this check list, it is important for the student to remember that the cumulative index is not an average of semester indices. Rather, it is computed by dividing the total number of hours attempted into the total number of quality points earned. Each semester of the student's grade report gives both the semester index and the cumulative index.

**Core Requirements:** (bind all students with the exception that students in an approved 3-2 program are excused from the science components, Core 5-6).

Core 1	6 sem. hrs.____	Core 2	6 sem. hrs.____
Core 3	6 sem. hrs.____	Core 4	6 sem. hrs.____
Core 5	3 sem. hrs.____	Core 6	3 sem. hrs.____
Core 7	3 sem. hrs.____	Core 8	3 sem. hrs.____
Core 9	6 sem. hrs.____	Core 10	3 sem. hrs.____

**MAJOR SEQUENCE:** required of all **B.A. and B.S.** students. Minimum of 36 sem. hrs. See Department for specific requirements.

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**MINOR SEQUENCE:** required of all **B.A. and B.S.** students. 18 sem. hrs. (Students who complete an approved group major or a double major fulfill major and minor requirements by the group major or double major.)

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ELECTIVES:

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Students in a **B.B.A.** program (concentrating in accountancy, finance, management or marketing) must fulfill the following.

Core 1	6 sem. hrs.____	Core 2	6 sem. hrs.____
Core 3	6 sem. hrs.____	Core 4	6 sem. hrs.____
Core 5	3 sem. hrs.____	Core 6	3 sem. hrs.____
Core 7	3 sem. hrs.____	Core 8	3 sem. hrs.____
Core 9	6 sem. hrs.____	Core 10	3 sem. hrs.____

**COMMON BODY OF KNOWLEDGE:** required of all **B.B.A.** students. 25 sem. hrs.

Acct 11	3 sem. hrs.____	Acct 12	3 sem. hrs.____
Bus 11	3 sem. hrs.____	Bus 12	3 sem. hrs.____
Econ 23	3 sem. hrs.____	Econ 24	3 sem. hrs.____
Fin 23	3 sem. hrs.____	Bus 28	4 sem. hrs.____

**MAJOR CONCENTRATION:** required of all **B.B.A.** students. 21 sem. hrs. See Department for specific requirements.

Course No.	Hrs.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**MINOR SEQUENCE:** required of all **B.B.A.** students.  
(Students who complete an approved group major or a double concentration fulfill major and minor requirements by the group major or double concentration).

*Regular Minor Option.* 18 sem. hrs. in one non-commerce field.

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*Elective Option:* 15 sem. hrs. in approved non-commerce fields.

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**ELECTIVES:** 12 to 15 sem. hrs.

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**ADDITIONAL CHECKPOINTS**

- \_\_\_\_\_ 120 hours required for graduation. 124 hours required in all teacher training programs.
- \_\_\_\_\_ 2.00 cumulative index required for graduation.
- \_\_\_\_\_ 2.00 cumulative index required in major for graduation.
- \_\_\_\_\_ CORE requires a 2.00 GPA for graduation (freshmen in 8/92).
- \_\_\_\_\_ 2.00 cumulative index required in minor for graduation.
- \_\_\_\_\_ B.B.A. candidates need the 2.00 cumulative index in the common body of knowledge, and in the non-commerce block.
- \_\_\_\_\_ the last thirty hours must always be taken in residence.



# FINANCIAL AFFAIRS



TUITION AND FEES 1993-1994\*

TUITION

Tuition for one semester (full time — 12 to 16 hours)	\$5250.00
Per credit hour up to 11 hours	\$350.00
This entitles the student to:	
1. Academic instruction and advisory direction.	
2. Access to Health Center Facilities at posted fees.	
3. Subscription to the College newspaper.	
4. Admission to all student activities.	
5. Admission to athletic events.	
Dependent children of the same family attending full time simultaneously receive the following tuition reductions:	
Two members (10% reduction each)	\$4725.00
Three members (15% reduction each)	\$4462.50
Four members (20% reduction each)	\$4200.00
Sons or daughters of graduates from Saint Joseph's College (10% reduction)	\$4725.00

ROOM AND BOARD

Room and Board for one semester	\$1950.00
This entitles the student to semi-private room and to three meals a day, six days a week, Sunday brunch and dinner, except during scheduled vacation periods. Resident students must take meals in the College dining center unless excused with a valid medical excuse confirmed by the College physician. Students requiring special diets for medical reasons must consult with the College Physician.	
Private Room & Board for one semester	\$2350.00
Room and Registration Deposit (Applicable to room charge, Payable by April 1, not refundable)	\$100.00

SPECIAL FEES

Application fee (paid at initial entrance)	\$15.00
Admissions deposit	\$100.00
**Student Center fee	\$60.00
**Student Association fee	\$55.00
**Recreational Facilities fee	\$50.00
General Services fee	
Day students - cr. hour	\$10.00
Student Identification card	\$5.00
Damage Deposit (paid once by all resident students and refunded to seniors soon after graduation; if a student withdraws or is dismissed the money will be refunded one month after the semester following the student's departure, if there is no damage charge)	\$100.00
Graduation fee (paid once-senior year)	\$40.00
** Paid by ALL students enrolled for 12 or more credit hours. (Paid each semester.)	
* All prices subject to change without notice.	

CONDITIONAL FEES

Late Registration	\$25.00
Tuition per credit hours above 16	\$350.00
Laboratory fees	\$16.50 to \$28.00



Music lesson .....	\$100.00
Student teaching .....	\$125.00
Credit by Examination (per credit hour) .....	\$50.00
Course change.....	\$10.00
Car registration.....	\$5.00
Transcript of credits .....	\$3.00
String techniques .....	\$65.00
Audit fee (per credit hour).....	\$50.00
Graduate tuition (per credit hour) .....	\$385.00
Recording fee (per credit hour).....	\$25.00
Internship fee.....	\$125.00
Education Practica Fee .....	\$25.00

**SPECIAL PART-TIME FEES**

Area students taking one course only (credit hour) .....	\$162.00
BSN Students (credit hour).....	*
RN Students (credit hour).....	\$162.00
General Services Fee (All Part-time/Credit Hours).....	\$10.00
* 1 to 6 cr. hr.	\$162.00/cr. hr,
7 to 11 cr. hr.	\$350.00/cr. hr.
12 to 16 cr. hr.	\$5,250/semester

**LABORATORY FEES:**

Art .....	\$22.00
Biology .....	\$22.00
Chemistry (except 55) .....	\$16.50
Geology .....	\$16.50
Journalism .....	\$26.00
Physics .....	\$16.50 to \$28.00
Psychology .....	\$22.00
Music 28 .....	\$26.00
Nursing 42 .....	\$25.00
Physical Education.....	\$15.00
Basic Athletic Training .....	\$25.00

**FINANCIAL POLICIES**

Upon acceptance by the admissions official, each prospective student is required to make a \$100.00 deposit (refundable up to May 1). Upon enrollment, the \$100.00 is deducted from semester expenses. In addition, all new resident students pay a \$100.00 room and damage deposit (refundable when the student graduates or withdraws if there are no room damage charges). All charges are to be paid by August 10th for the first semester, and by December 10 for the second semester. Each month a 1 ½ % service charge will be levied on all unpaid balances. The service charge is computed by a “PERIODIC RATE” of 1 ½ % per month which is an ANNUAL PERCENTAGE RATE of 18% applied to the previous balance.

A student will not be allowed to register for any subsequent term if there is an unpaid balance on the student’s account. Degrees, grade reports, transcripts, and letters of honorable separation are withheld from those who have not settled their financial obligations to the College including, if any, all collection fees, attorney’s fees, and court costs.

If final payment is by personal check at least two weeks must be allowed for clearance of the check.

Remittance should be made payable to Saint Joseph's College by bank draft, personal check, or postal money order and mailed to Saint Joseph's College, College Bank, Box 889, Rensselaer, Indiana 47978.

**REFUND POLICY**

- (1) Through the first calendar week of the semester..... 90%
- (2) Within the second calendar week of the semester ..... 75%
- (3) Within the third calendar week of the semester..... 50%
- (4) Within the fourth calendar week of the semester..... 25%
- (5) After the fourth calendar week of the semester ..... None

The above schedule applies to tuition, mandatory fees and room for students voluntarily withdrawing from the College. Board will be refunded on a per diem basis. Students attending their first semester at Saint Joseph's College and receiving federal student aid will receive a pro-rata refund of tuition, mandatory fees, room and board, less an administrative fee of \$100.00 up through the ninth week of the semester. Refunds are made as of the date the student officially notifies the Registrar's office of the withdrawal.

**PAYMENT PLANS**

Saint Joseph's College offers arrangements for those desiring to meet college costs via monthly payments. Those not selecting an advance payment plan option must pay each semesters net costs in full by August 10 for fall semester and December 10 for spring semester.

Saint Joseph's College Ten-Month Payment Plan. This Plan allows you to pay for college costs in 10 convenient monthly payments commencing June 1st. The cost of this plan is \$35.00. There are no other fees or interest charges. The plan is administered by Knight Tuition Plans and information concerning the plan will be sent to you in late spring. If you wish, you may call Knight Tuition Plans directly Toll-Free (800) 225-6783 for information.

An Extended Repayment Plan is also offered through Knight Tuition Plans. This plan of monthly loan repayment may help you cover a part of your Saint Joseph's College costs. Information on the plans will be sent to you or you may write: Knight Tuition Payment Plans, 855 Boylston Street, Boston, Mass. 02116.

**FINANCIAL AID**

The College adopts as its own the philosophy that the primary responsibility for financing a college education rests upon the student's family. Financial aid from college and other sources is viewed only as supplementary to the effort of the family. Students requesting financial aid are also expected to contribute toward their educational expenses, through summer or school term earnings or loans in any reasonable combination. The College is prepared to assist the student through academic scholarships, grants, loans and employment.

**APPLICATION FOR AID**

All necessary financial aid application forms can be obtained from the office of Admissions, or the Office of Student Financial Aid.



**SCHOLASTIC APTITUDE TEST**

All candidates for financial aid must take the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT test (The American College Testing Program). Complete information can be obtained from high school counselors.

**FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)**

Students seeking financial aid are required to submit an institutional application to the College and the Free Application for Federal Student Aid (FAFSA). Saint Joseph's College should be designated as one of the recipients on the FAFSA. For priority consideration the financial need analysis report must be received by the Financial Aid Office by May 1. The FAFSA form can be obtained from the high school counselor, or from the Saint Joseph's College Financial Aid Office.

**ACADEMIC SCHOLARSHIPS AND GRANTS**

Saint Joseph's College annually offers scholarships to worthy and needy students. The scholarships are awarded on the basis of academic achievement and promise, as determined by the student's high school record, in conjunction with SAT scores. Normally those students seeking academic scholarships range in the upper quarter of their class in rank and have SAT scores of 1000 or higher.

The amount of the scholarship award is based on the student's financial need. For this aid the FAFSA is required.

The first scholarship or grant is awarded for the freshman year. It is thereafter renewable every semester which the student spends at Saint Joseph's College until graduation, provided that in the previous semester at least a B average has been maintained and the need continues. If a student loses a scholarship it can be reinstated only by special action of the Committee on Student Financial Aid, which will normally expect at least a cumulative average of B.

**TRUSTEE SCHOLARSHIPS**

While financial aid, including academic scholarships, is normally related to need, an exception is made in favor of those exceptionally qualified, to whom a partial tuition scholarship may be extended on the basis of academic merit as determined by the student's high school record and SAT or ACT test scores. Students who rank in the top 25% of their graduating class and have an SAT combined score of 1000 or an ACT composite score of 24 or higher are eligible for initial consideration.

Trustee Scholarships are unlimited in number and are awarded in increments of 25%, 50% and 75% of tuition for full-time students. The scholarship is renewable annually, contingent upon maintenance of the required grade point average for each scholarship level:

<u>Scholarship level</u>	<u>GPA required for renewal</u>
75% of tuition	3.4
50% of tuition	3.2
25% of tuition	3.0

**CENTENNIAL SCHOLARSHIP**

The College will award up to five Centennial Scholarships annually to applicants who have a minimum of 1250 on their SAT or a 30 ACT composite, and are in the top 5% of their high school class. This scholarship covers 100% of tuition, room and board. Applicants who qualify for consideration will be required to submit letters of recommendation and participate in a campus interview.

Centennial scholarships are renewable annually based on full-time enrollment and maintenance of a 3.60 grade point average.

## MINORITY LEADERSHIP AWARDS

Up to ten awards are made each year to minority high school graduates who have exhibited outstanding leadership qualities in high school. Eligibility for these awards is restricted to students who fit the federal government's definition of "minority": Black, Hispanic, Native American, Asian, or Eskimo. The student must maintain a 2.50 cumulative grade point average to retain the award past the freshman year.

## ENDOWED SCHOLARSHIPS

The following scholarships have been established by contributions to the Endowment Funds of the College for general or the specific purpose listed:

The Michael and Mary Brisch Scholarship.

The William Downard Scholarship. The income from an endowment awarded to a student majoring in history or political science.

The Alvin W. Druhman, C.P.P.S. Memorial Scholarship.

The William E. and Kathleen Herber Scholarship

The Thomas J. Huhn Athletic-Leadership Scholarship. The income from an endowment established by Thomas J. and Elizabeth McNulty Huhn is awarded to talented and qualified student-athletes from the greater Fort Wayne, Indiana area on a competitive basis.

The Cecil E. Johnson M.D. Scholarship. The income from an endowment awarded to a student majoring in the sciences, preferable in the pre-med. program.

The Christopher Jones Memorial Scholarship established by the late Irene and Arthur J. Hellyer, with the income awarded to a needy student for priesthood.

The Joseph McNamara Scholarship Fund.

The Monsignor Moore Scholarship awarded to a pre-theology student.

The Charles J. Robbins, C.P.P.S. Scholarship. The income from an endowment established by Peter S. Shen in honor of Charles J. Robbins, C.P.P.S., former Registrar and Professor at Saint Joseph's College.

The Carl F. Nieset, C.P.P.S. Scholarship

The Monsignor O-Keefe Scholarship

The Charles J. Robbins, C.P.P.S. Scholarship. The income from an endowment established by Peter S. Shen in honor of Charles J. Robbins, C.P.P.S., former Registrar and Professor at Saint Joseph's College.

The Cecilia J. and Thomas Ryan Memorial Scholarship.

The Saint Elizabeth Foundation. A fund established by Mrs. Elizabeth Mullen awarded to a pre-theology student.

The Schumacher Family Scholarship.

The Peter S. Shen Scholarship. The income from an endowment awarded to a student majoring in a natural science or related area.

The John W. Sweeterman Scholarship.

The Edward J. Van Houten Memorial Scholarship.

The Alice M. and George K. Ward Scholarship.

The Paul White, C.P.P.S. Scholarship.

## NAMED SCHOLARSHIPS

Over the years Saint Joseph's College has named several scholarships which are awarded each year in memory of persons who have made major contributions to the life and progress of the institution. Annually the trustees of the College sponsor a Scholarship Dinner and the proceeds of the dinner are distributed as Trustee Scholarships the following year:

The Kenneth and Margaret Ahler Scholarship.

The Gladys Anderson Scholarship.



The Emil and Delores Babiarz Scholarship.  
 The Stanley and Agnes Babiarz Scholarship.  
 The J. Michael and Judy Bartels Scholarship.  
 The John and Ellen Benish Scholarship.  
 The John and Mary Jo Boler Scholarship.  
 The Eugene Carlos Scholarship.  
 The Robert and Genevieve Causland Scholarship.  
 The William and Jane Courtney Scholarship.  
 The Edward and Rosemary Cox Scholarship.  
 The Bogdan and Charlotte Czarnowski Scholarship.  
 The Francis J. Davis Scholarship.  
 The John J. and Helen A. Fagan Scholarship.  
 The Francis and Rita Gallucci Scholarship.  
 The Louis and Rose Gallucci Scholarship.  
 The James Gladieux Scholarship.  
 The Raphael Gross, C.PP.S. Scholarship named in honor of the 12th president.  
 The John and June Guckien Scholarship.  
 The George and Wilhelmina Halas Scholarship.  
 The Charles and Blanche Halleck Scholarship.  
 The Richard and Maureen Hanson Scholarship.  
 The James and Shirley Hays Scholarship.  
 The Jacob and Theresa Kramer Scholarship.  
 The Lucille Kremer Scholarship.  
 The James and Susan Lennane Scholarship.  
 The Frank and Mabel McHale Scholarship.  
 The Ronald and Pauline Miniatt Scholarship.  
 The Justin and Mary Oppenheim Scholarship.  
 The John C. and Rosemary Pepper Scholarship.  
 The William and Mary Putts Scholarship.  
 The Ransom Family Scholarship.  
 The Thomas F. and Mae Ritter Scholarship.  
 The Keith and Kate Robinson Scholarship.  
 The Benno and Cecilia Scheidler Scholarship.  
 The Peter Schmidt Scholarship.  
 The James Scholl Scholarship.  
 The William S. Staudt, C.PP.S. Scholarship.  
 The G. Richard and Veva Schreiber Scholarship.  
 The Augustine Seifert, C.PP.S. Scholarship, named in honor of the 1st president.  
 The Lloyd and Mildred Tait Scholarship.  
 The James Thordsen Scholarship, awarded preferably to a Puerto Rican student.  
 The Joseph and Betty Whelan Scholarship.  
 The Francis A. and Ann Wilhelm Scholarship.  
 The Phillip J. Wilhelm Scholarship.  
 The James and Joyce Zid Scholarship.  
 The Raymond and Ruth Ziegman Scholarship.

## SPECIAL SCHOLARSHIPS

Special scholarship funds have been established on occasion that are not part of the permanent endowment but are awarded by presidential or donor designation. These are: The Frank Callahan Scholarship, The Central Newspapers Foundation Scholarship, The Cummins Engine Scholarship, Sealy Spring Corporation of Indiana Scholarship, The Cyril Knue Scholarship, The Dan Mauch Memorial Scholarship, The

Trustees Scholarship (sometimes named e.g.,-1984: George S. Halas; 1989: Charles Banet, C.P.P.S.). First of America Bank-Rensselaer Scholarship, The Benno & Cecilia Scheidler Indiana Scholarship.

### **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS**

Supplemental Educational Opportunity Grants are available from the federal government through the College to a limited number of students with financial need who require these grants to attend college.

Eligible students who are accepted for enrollment or who are currently enrolled in good standing, may receive Supplemental Educational Opportunity Grants for each year of their higher education. Grants range from \$200 to \$4,000 a year. Applicants should follow the same procedure as outlined for academic scholarships.

### **FEDERAL WORK-STUDY PROGRAM**

Students who need a job to help pay for college expenses are potentially eligible for employment by the College under federally-supported Work-Study programs. Seventy-five percent of the money is furnished by the federal government and twenty-five percent by the College. The maximum students may work under this program is 40 hours a week, though during school time it normally is limited to 15 hours a week.

### **OTHER STUDENT EMPLOYMENT**

In addition to the College Work-Study program there are limited number of other jobs. The student should bear in mind that employment should not detract from academic needs. The working time is normally limited to 15 hours a week.

On campus there are calls for clerical and laboratory assistants, but most openings for employment are for maintenance and dining hall positions.

Application for campus employment should be filed after one is on campus and enrolled. Resident students may not engage in any business enterprises on campus during the school year without permission of the Vice President for Student Affairs.

### **VETERANS' ASSISTANCE**

Saint Joseph's College is officially approved as a school for veterans of military service and for eligible dependents of deceased or disabled veterans.

### **VOCATIONAL REHABILITATION**

Under the provision of Public Law 565, the federal government and the state jointly provide funds for grants to students who have a physical or mental impairment which constitutes a vocational handicap. The State Vocational Rehabilitation Division is responsible for the determination of these grants.

### **INDIANA HIGHER EDUCATION AWARD PROGRAM**

These awards are made by the State of Indiana to residents who show financial need and are attending an Indiana college. It is granted in annual amounts and can not exceed the costs of tuition and regularly assessed fees.

Freedom of Choice Grants are awarded to students who receive a maximum Higher Education Award and still show need and plan to attend an eligible independent institution of higher education within the State of Indiana. This program is designed to help financially needy students who choose to attend an independent institution.

In order to qualify for both of these grants, a student must demonstrate financial need and must have been admitted to the College. A student must submit a FAFSA



during his or her senior year in high school. FAFSA's should be submitted prior to March 1st. The combined grants may equal but not exceed the total of tuition and fees. Unless a student has been informed, any amount given by the Financial Aid Office is only an estimate and is subject to change or confirmation by the State Student Assistance Commission of Indiana.

### **FEDERAL PELL GRANT PROGRAM**

The federal government also operates a grant program for college students based solely on need. Application blanks are available in the high school and colleges and many other public places, or application may be made through the Financial Aid Form.

### **FEDERAL PERKINS LOANS**

The College participates in the Federal Perkins Student Loan Program. Ninety percent of the money is provided by the federal government, and ten percent by the College. All loans are based on need.

A student may borrow up to \$4500 for the first two years of college, and another \$4500 for the last two years. The repayment period and the interest do not begin until six months after the student's studies are completed. The loans bear interest at the rate of five percent per year and repayment, a minimum of \$30.00 a month, may if necessary extend over a period of years.

### **FEDERAL STAFFORD STUDENT LOANS**

Under this program a dependent student may borrow from a bank or other financial institution a maximum of \$2625 a year for the first year, \$3500 for the second year and \$5500 a year for students who have completed two years.

### **ATHLETIC GRANTS**

Athletic Grants are awarded to qualified athletes upon recommendation of the Department of Athletics.









# STUDENT AFFAIRS





## SERVICES TO STUDENTS

Admission to Saint Joseph's College bestows on the student a set of privileged rights which have a set of correlative duties. Each student is responsible for knowing, fostering and protecting these rights both individually and collectively. It is understood that the privileges of attending Saint Joseph's College may be withdrawn from anyone who does not abide by the conduct regulations designed to protect and facilitate the exercise of these rights. Saint Joseph's, at the same time, accepts an obligation to provide advisory agencies to educate students in a responsible use of their rights and supervisory agencies to protect student from violation of the liberties prized by the college.

Upon entering the College community, each student is furnished with a Student Handbook in which the specific rules of student conduct are contained. These are official statements developed by appropriate faculty, administration and student committees. Students are to study them. Questions of meaning or interpretation should be addressed to college officials, especially the Vice President for Student Affairs. These policies apply to the student from the time of enrollment in the College.

Every effort is made to encourage the student toward self-government in accordance with the ideas of obedience, honesty, courtesy and charity. When, however, students manifest an inability or unwillingness to cooperate with the College in maintaining its regulations and policies, they subject themselves to disciplinary action. Matters of discipline are handled by the Vice President for Student Affairs with a review possibility by the College Review Board. The jurisdiction of the Vice President for Student Affairs includes but is not limited to cases of dishonesty, intoxication, immoral and improper conduct, serious violation of campus regulations, or behavior prejudicial to the welfare of the student or the best interests of the College. The penalties imposed by the College may be probation, suspension, dismissal, or other action it may deem appropriate.

In matters pertaining to social life, discipline, curriculum and scholarship, all students come under the counsel and supervision of the Vice President for Academic Affairs and the Vice President for Student Affairs, according to the respective jurisdiction of each office. Matters of health are the concern of the College Health Center. Administrative officers, assisted by student-faculty committees, make it their purpose to become familiar with student problems and to secure the observance of adopted policies and faculty regulations.

### STUDENT ASSOCIATION

All full-time students are members of the Association and are governed by its constitution and By-Laws. Its elected officers plus the four class presidents, the Student Union Board Director, and the elected hall senators comprise the Student Senate. This group combined with its committees provides a channel of communication among students on the one hand and with faculty members and administration on the other. This Student Senate is the acting authority for the Association in its normal campus functioning—legislating, nominating, appointing, and directing.

### STUDENT UNION BOARD

This board is composed of students who volunteer their time to provide a comprehensive activities program at Saint Joseph's College. It is based on a committee structure and open to any interested student. Approximately 50 students are busy planning, promoting and coordinating special events such as coffee house type entertainment, dances, big screen films, comedians, travel programs to local and distant cities, quality films on campus cable TV station, fine arts performances, and novelty acts.



## COUNSELING SERVICES

Counseling Services at the College provide for the integration of personal and academic counseling. The objective of this program is to serve students continuously from orientation through graduation.

Typically the Counseling Services Staff assist students with academic and personal difficulties which impair maximum functioning.

Counseling Services provide information about environmental adjustments, crisis intervention, and monitoring for students on academic probation. A study skills course covering time management, note taking, taking exams, and test anxiety is also available.

A peer tutoring service is monitored by Counseling Services. Tutors are recommended by faculty members and are available at no cost. Developmental reading assistance and diagnostic testing are also provided through Counseling Services.

Freshman Orientation is planned by Counseling Services and provides individual attention for each freshman.

## CAREER PLANNING AND PLACEMENT

Career Planning and Placement provides services to aid all students in their career development, whether that be through career counseling, assisting in locating career-related work experience, or supporting the job search process. This office continues to work with students even after graduation, as alumni may also make use of the services and resources available. The Career Planning and Placement Office includes a resource library, interviewing room, and the office of the Director. Some of the services offered include: career counseling, the development of credential files, and workshops covering various job search topics. On-campus interviewing, graduate school information, and job listings are also available. Personal attention is a special focus of this office and the close ties established between the students and the staff continue even after graduation. Career Planning and Placement conducts an annual survey to determine the status of each year's graduating class.

Among the many companies who have hired Saint Joseph's students are Coca-Cola, Sherwin Williams Paints, NCR, A.T. & T., Jewel Foods, McDonnell Douglas, Peat Marwick, Price Waterhouse, Arthur Anderson, Leo Burnett, United Airlines, State Farm, Ernst & Young, GTE, Crowe-Chizek, Electronic Data Systems.

## CAMPUS MINISTRY

Campus Ministry at Saint Joseph's College functions as an integral aspect of the College Mission to provide the framework for spiritual, moral and ethical principles which reinforce the pursuit of truth. Campus Ministry service is geared toward the development of a Christian Community through worship and liturgical ministries, education, retreats, peace and justice awareness and individual outreach to students. The Campus Ministers live in the residence halls and are available to students as they adjust to campus life.

The Programs sponsored by Campus Ministry include: Liturgical Ministries, Kairos Retreats, Amnesty International Peace and Justice Group, Student Support Groups, Days of Reflection, Preparation for the Sacrament of Baptism, Confirmation and Marriage and an Outreach Program which allows students to experience life and volunteer in the inner city of Chicago and other similar areas around the U.S. Several non-denominational Prayer Services are also held during the year; information about various opportunities for praying with other Christian denominations is also available through Campus Ministry. Campus Ministry Activities and Programs are open to students of all denominations.



## MULTICULTURAL AFFAIRS

The Office of Multicultural Affairs promotes the value of cultural pluralism through various activities. The primary purpose of this office is to facilitate and ensure the retention of minority students by providing counseling services and programming that address the needs and interests of minority students. The Office of Multicultural Affairs provides counseling services to minority students who may be experiencing difficulties in their classes or in their adjustment to campus life at Saint Joseph's College. This Office also disseminates and provides information about private sources of financial aid, summer internship opportunities and graduate school opportunities for minority students. Additionally, the Office is also involved in the selection process of candidates for the Minority Student Leadership Awards for incoming freshmen.

The ultimate goal of the Office of Multicultural Affairs is to sensitize and educate the majority and the minority populations about multiculturalism and to achieve a global perspective on the necessity of healthy race relations.

## ATHLETIC AND RECREATION PROGRAMS

Saint Joseph's College is proud of the student participation in the athletic program offered by the Department of Athletics. The intercollegiate program offers the opportunity to the students to participate in the sports of football, golf, volleyball, cross-country, basketball, baseball, tennis, soccer, softball and track on an interscholastic basis. At the same time the intramural program offers the opportunity to the students to participate in those same sports plus bowling, floor hockey and weekend activities of a special nature on an intraschool basis.

Approximately seventy percent of the students on campus do participate in one or more of these activities.

The area for outdoor activities is more than ample to meet the need of recreation activities for the students. The facility layout includes nine football fields, a baseball diamond, many softball diamonds, a soccer field, five tennis courts and free play areas. The indoor facilities include a fieldhouse with four basketball courts, a gymnastics deck and a weight training room. In addition, Raleigh Hall provides adequate space for the wrestling program and a free exercise area for gymnastics, and the student center provides a ballroom for dance and social events.

The Lake Banet Recreational Area on the west side of the campus has facilities for swimming, boating and fishing, as well as picnic shelters and playing fields. The lake is also studied by ecology and geology classes.

## STUDENT ACTIVITIES

The Student Activities Office at Saint Joseph's College stresses the importance of co-curricular programs as supplemental to course work. Through participation in organizations, students learn about people and lifestyles different from what they have experienced in the classroom. Students can become involved in a variety of Student Organizations including: Student Union Board (SUB), Student Government, and Academic, Athletic, Honorary, Political Action, or Social Organizations.

Throughout the academic year the Saint Joseph's College calendar of events includes a variety of athletic, educational, cultural, social, and traditional programs. The traditional events that bring back many alumni and friends of the College include: fall Homecoming, Little Sibs Weekend, Parents Weekend and a "Little 500" race for go-karts. The programs developed, with the guidance of the Student Activities Office, contributes to a comprehensive educational experience for all students attending Saint Joseph's College.



## **DINING SERVICE**

Saint Joseph's College Dining Services is proud to provide one of the highest quality Board Plans available in higher education today. Resident students must take all their meals in the College dining center unless excused with a valid medical excuse confirmed by the College physician. The plan provides for 20 meals per week. We serve breakfast, lunch and dinner on Monday thru Saturday and brunch and dinner on Sunday.

Every meal offers students a choice of two main entrees, in addition we feature a fantastic salad bar, self serve desserts, ice cream bar and beverages, with juice at every meal. With the exception of some special dinners "seconds" are unlimited.

We pride ourselves on the quality and diversity of the theme dinners we offer in the cafeteria. There is at least one lunch special and one dinner special every month: a Mexican Fiesta, deli Buffet or a Prime Rib extravaganza just to name a few. We also provide food service and party planning for all clubs and student organizations throughout the year.

## **BANK**

Student accounts are payable at the College Bank. For the convenience of students, the College bank maintains a Passbook deposit account for safekeeping of savings or spending money.

Check cashing service is also available here.

## **BOOKSTORE**

The College Bookstore, located in Halleck Center, carries textbooks, stationery items, clothing, gifts, greeting cards, cosmetics and other supplies.

## **DAY STUDENT LOUNGE**

A special section of the Halleck Student Center located on the lower level is set aside as a gathering place for day students. The lounge affords commuting students a place to socialize with other students and to learn of the activities available to them as students. Lockers, microwave oven, television, telephone, study desks and campus mail boxes are located in the lounge.

## **HEALTH SERVICE**

All students admitted to Saint Joseph's College are required to have a completed health record. This health form consists of a personal history (to be completed by student), current medical examination and immunization record to be completed by physician. This report is to be received in the Johnson Health Center prior to registration. No student is permitted to register or to be housed until his form has been received.

The College physicians have regular, on campus hours and other times a nurse is on duty Monday through Friday. Major accident cases or illness of serious nature are referred to the hospital or, when possible, to the student's family physician.

## **LAUNDRY SERVICE**

A private agency provides coin-operated machines in each residence hall on campus for use by resident students.



## MAIL, TELEGRAMS, BAGGAGE, FAX

Saint Joseph's College has its own post office branch. All mail, telegrams, express and baggage should also be addressed to Saint Joseph's College, Rensselaer, Indiana 47978. Students are required to procure their own post office boxes for receipt of mail through the United States Postal Service. FAX transmissions should be addressed to the student at (219-866-6083).

## MINORITY STUDENT UNION LOUNGE

A lounge located on the second floor of Aquinas Hall has been established as a gathering place for students interested in sharing information concerning diverse cultures with other students and faculty. The lounge provides reading materials, television, stereo, and games for interested students.

## PERSONAL PROPERTY

The College is not responsible for loss of or damage to personal property of the student from any cause. "Homeowner's" insurance policies generally cover personal property losses of dependents at college. Parents are urged to have an "extended coverage rider" on their personal property insurance policy to protect themselves in the event of loss. The College does not furnish this kind of insurance to students.

## SECURITY AND SAFETY

The Security and Safety Department provides twenty-four hours a day each day of the year surveillance of campus facilities and properties. And, the department provides statistics concerning infractions of law or College policy in accordance with federal regulation known as the "Student Right-to-Know and Campus Security Act of 1990."

## TELEPHONE

Saint Joseph's College switchboard telephone number is (area code 219)-866-6000. The College switchboard is open twenty-four hours a day each day of the school year. Incoming calls can be placed through the switchboard to telephones on each floor of campus residence halls. When calling long distance, parents or friends are advised to call person-to-person to insure that they are connected with the proper party. Callers can dial direct to the pay telephone in each campus hall. Pay phones in each hall floor are as follows.

Aquinas Hall	
second floor .....	866-9968
Bennett Hall	
first floor .....	866-9943
second floor .....	866-9996
Gallagher Hall	
first floor .....	866-9984
second floor .....	866-9974
third floor.....	866-9975
Halas Hall	
first floor .....	866-9976
second floor .....	866-9948
third floor.....	866-9940
Justin Hall Lounge.....	866-9957

Justin Hall East Wing	
first floor .....	866-9993
second floor .....	866-9902
third floor.....	866-9901
Justin Hall West Wing	
first floor .....	866-9997
second floor .....	866-9998
third floor.....	866-9995
Merlini Hall	
first floor .....	866-9985
second floor .....	866-9947
Noll Hall	
first floor .....	866-9959
second floor .....	866-9913
Seifert Hall	
East Wing .....	866-9956
West Wing .....	866-9960



## **VENDING**

Vending machines are placed throughout campus to dispense snacks and beverages. A game room with pinball and video arcade games and pool tables is located on the lower level of Halleck Student Center.

# **CAMPUS FACILITIES**

## **SAINT JOSEPH'S CHAPEL**

This attractive Romanesque brick and stone Chapel has served the college since 1910, and its stately twin bell towers have become synonymous with the College itself. Its basement contains the television studio, the College's FM radio station WPUM, psychology lab and offices, the Board of Trustees' meeting room, the William L. Downard Faculty Club, the publications office, and a small dining room.

## **SOUTH CHAPEL ANNEX**

Re-established in 1986 for active use. The area houses campus mail room, Facilities and Planning offices, and shipping and receiving.

## **McHALE ADMINISTRATION BUILDING**

It is named in memory of Frank McHale, a member of the original Board of Trustees, and a benefactor of the College. It currently houses the offices of the President, Vice President for Business Affairs, Admissions, Development, Registrar and Financial Aid.

## **ARTS AND SCIENCE BUILDING**

The two wings of this building, completed in 1936, house science laboratories, the Music Department, the school library, the College auditorium and classrooms. The northsouth wing includes Music Department offices and rehearsal rooms, the College's 400-seat auditorium, a computer laboratory, and the school's 181,000 volume library. The building's east-west wing contains physics, chemistry, biology and geology laboratories in addition to many of the College classrooms.

## **ACADEMIC COMPUTER CENTER**

Established in 1988 as a computer laboratory and hub of the academic computer network for students.

## **ADMINISTRATIVE COMPUTER CENTER**

Re-established in 1988 as a center of administrative data processing. It also houses several faculty offices and the College's copy center.

## **DWENGER HALL**

Erected in 1907 and named for the second bishop of the Diocese of Fort Wayne, it serves as the faculty office building.

## **POST OFFICE**

Constructed in 1987-88 to replace the original College post office. This is a public post office located on our campus.



## **HALLECK CENTER**

Halleck Student Center, named after Charles A. Halleck, the late Congressman from Indiana and a long-time member of Saint Joseph's Board of Trustees, serves as the College student union building. The Center houses the student dining room, the College bookstore, the snack bar, CORE XI, the office of the Vice President for Student Affairs, the Campus Life office, the Campus Ministry office, the Director of Public Information, the Student Association, Counseling Services, Career Planning and Placement Office, Switchboard, Student Newspaper Office, Day Student Lounge, and the Security and Safety Office.

## **ALUMNI MEMORIAL FIELDHOUSE**

The Fieldhouse seats 2000 spectators and provides locker rooms for over 500 participants in the school intercollegiate sports programs. Besides serving as the site for Puma men's and women's basketball and women's volleyball games, the Fieldhouse is also the scene for some concerts sponsored by the Student association during the school year.

## **RALEIGH HALL**

This facility houses the varsity football and baseball offices, weight-lifting equipment, and is open for use by all students and staff. It also houses the Art Department and offices.

## **HANSON RECREATIONAL CENTER**

This building dedicated in 1986, is the center for individual sports; with facilities for basketball, racquetball, aerobics, baseball, tennis and track.

## **THE GROTTTO**

A college student (Faustin Bernard Ersing) inspired the original Lourdes Grotto in 1898. In 1931 it was greatly enlarged and included the interior shrine containing the Carrara marble statue of Christ in Gethsemane. The stations of the cross in the grove together with the large boulder with a bronze plaque containing Saint Bernard's "Memorare" were erected in 1951 in memory of the parents of Father John Baechle, C.P.P.S, former professor at Saint Joseph's College.

## **THE REFLECTING POND**

A part of Saint Joseph's since the College's earliest days, the Reflecting Pond borders the Chapel at the College's main entrance. The scenic pond and fountain are picturesque sights to Collegeville students and visitors.

## **LAKE BANET**

The 40-acre Lake Banet recreational facility is located at the southern edge of campus. It provides swimming, jogging, softball, volleyball, basketball and other possibilities for exercise and relaxation.

## **SAINT GASPAR CENTER**

Named in honor of the founder of the Society of the Most Precious Blood, Saint Gaspar del Bufalo, this center serves the faculty as an area for monthly faculty meetings. It also is used as a classroom during the summer months for the Music/Liturgy program. Weekend and daily liturgies are also celebrated in the Saint Gaspar Center.



## COLLEGE HOUSING

The College's residence hall program is designed to contribute to the total development of the student. Emphasis is placed upon promoting intellectual awareness, developing effective self government, exposing the student to a group living situation, and providing an environment conducive to study. Each building includes lounge areas, a laundry facility and a microwave equipped kitchenette.

Because of the developmental value of living in a residence situation the College requires students to live in campus housing unless living with spouses or with parents or with immediate relatives who are *bona fide* residents of Jasper County.

### AQUINAS HALL

First used as a residence hall in 1959, this three-story hall houses 26 students and is named for Saint Thomas Aquinas, patron saint of Catholic education. The first floor of this building contains offices for professors in the Education Department, a seminar room. The second and third floors are available for housing for the non-traditional student. Eligibility is determined on an individual basis with authorization being granted by the Assistant Vice President for Student Affairs.

### BENNETT HALL

Named for the Most Reverend John G. Bennett, first Bishop of Lafayette, an alumnus and generous patron of the College, this hall houses 96 students and was dedicated in the spring of 1955.

### GALLAGHER HALL

Named after Robert A. Gallagher, first chairman of Saint Joseph's Board of Trustees and generous patron of the College, this hall was dedicated in 1958 and houses 126 students.

### HALAS HALL

Dedicated in the fall of 1958, this hall is named for the late George S. Halas, member of the College Board of Trustees, generous patron of the College and owner of the Chicago Bears, who for years held summer training sessions at Saint Joseph's. It holds 117 students.

### MERLINI HALL

Merlini Hall accommodates 78 students, was dedicated in 1940, and is named after the Venerable John Merlini, the third Moderator-General of the Society of the Precious Blood.

### NOLL HALL

Dedicated in the spring of 1955 and housing 97 students, this building is named after the Most Reverend John F. Noll, Bishop of Fort Wayne.

### JUSTIN HALL

Two hundred and forty-eight of Saint Joseph's students are housed in this three-story, air-conditioned facility. Named after the late Justin H. Oppenheim, member of the College Board of Directors, an alumnus and generous patron, the hall provides two comfortable lounges which join the building's two wings. It was dedicated in 1965.



### **SCHWIETERMANN HOUSE**

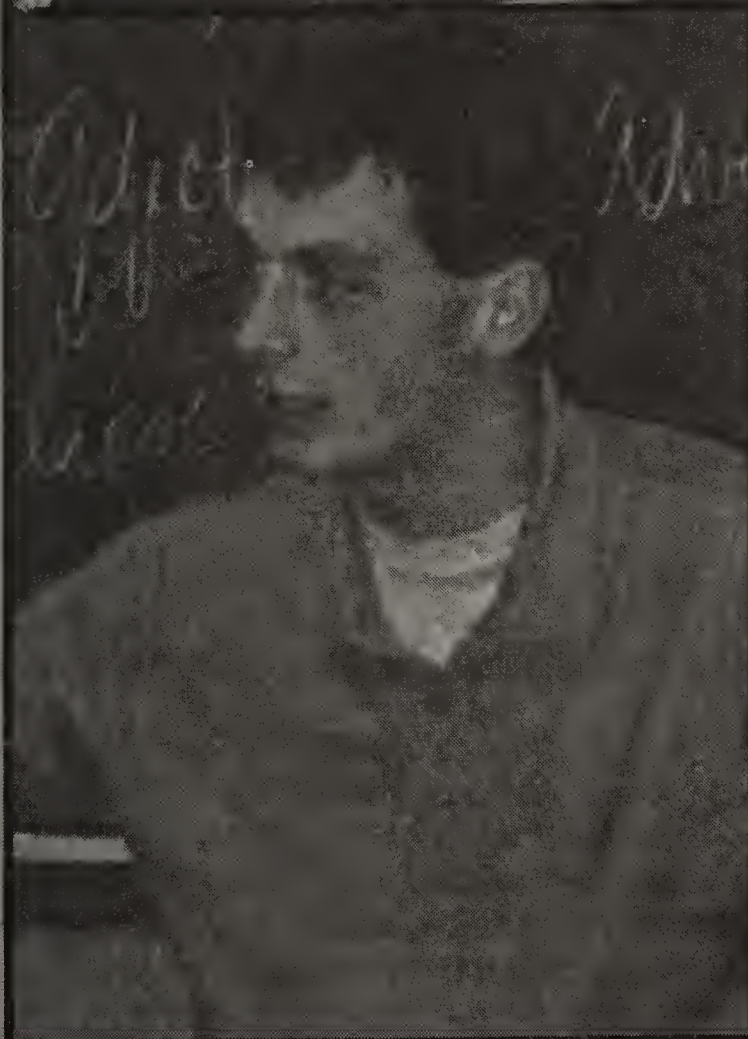
Dedicated in May, 1963, this building serves as the residence for priests and brothers. The Y-shaped structure is adjacent to the Chapel and McHale Administration Building. It also contains the College health center and facilities for the nursing program.

### **SEIFERT HALL**

This building holds 133 students and is named for Saint Joseph's first president, the Very Reverend Augustine Seifert, C.P.P.S. This building was erected in 1939.



# ACADEMIC POLICIES





## EARNING ACADEMIC CREDIT

### ENROLLMENT

All students are expected to report to the campus on the date officially designated in the College calendar. No new student will be admitted unless official notice of acceptance from the Director of Admissions has been received.

Students are enrolled as regular when they meet all entrance requirements and have been approved for a course of studies leading to a degree; as special if the student is not at present working toward a degree. Students may be registered as either full-time or part-time students. A full-time student is one who is carrying a minimum of twelve semester hours of college credit. Students failing to enroll or to pay fees and tuition on enrollment day as designated in the catalog may have to pay a late enrollment fee.

### REGISTRATION

No student will receive credit for any subject taken in a class for which he or she has not been duly registered. After a student has registered, changes in courses or class sections must, in each instance, be approved and properly recorded with the Registrar.

### CREDITS

The unit of academic credit is the semester hour. In courses other than Core, it represents the work of a semester course which meets once weekly for a fifty-minute period requiring approximately two periods of preparation. A class which meets twice weekly carries two hours of credit; three times weekly, three credits. One laboratory period (two to four hours) is the equivalent of one class meeting. The lowest passing grade required before a student can receive credit is D.

### CREDIT BY EXAMINATION

Any regularly-enrolled student of Saint Joseph's College, in good academic standing, may receive credit for any course in which he or she gives evidence of normal achievement by passing an examination in the subject matter of the course. All passing grades and their credit will be recorded on the student's record with an "X" next to the course number. (See restrictions listed below under "Eligibility.")

1. Schedule of Tests: (a) at the beginning of the first semester; (b) the first semester final week; (c) the second semester final week.

2. Application to take credit-by-examination is made at the Office of the Registrar. The fee for each test is \$50.00 per credit hour.

3. Eligibility. Students may not receive credit by examination: (a) in courses for which they are currently enrolled for credit, or have, at some time, enrolled for credit or audit; (b) in courses involving laboratory experience or practice; (c) in Core courses; (d) in applied music.

4. Recording of tests. A record shall be kept in the student's folder of all tests taken with the intention of receiving credit by examination. If the student receives an A, B, or C grade in the examination process, credit and a grade of P will be recorded on the transcript. By exception, these P grades from credit by examination will be counted toward the major or the minor. If the student does not earn a P, nothing is recorded on the transcript. Credit by Examination is denoted on a student's transcript by the letter "X" next to the course number.

5. The tests shall be tests of the type given in the course for which the student is seeking credit. Such tests shall be made out, scored, graded and administered by an instructor appointed by the Vice President for Academic Affairs.

## CLEP

Credit is available upon successful completion of the College Level Examination Program (CLEP). A score at the four-year college mean or higher on the sophomore norm group is required for credit.

## AUDITING COURSES (No credit earned.)

Auditing a course means attending class without obligation with respect to regularity of attendance, outside classwork, or examinations. Students register for audit courses in the same manner as for credit courses. The total number of credit and audit hours combined for which a student registers may never exceed twenty-one a semester. Audited courses are recorded in the Registrar's Office and are shown on the student's permanent academic record with the symbol Z.

## EXPERIENTIAL CREDIT

Saint Joseph's College recognizes that knowledge and skills can be gained on the job as well as in the classroom and so experiential credit maybe awarded to students who have demonstrated learning which is equivalent to college level knowledge and skill. Students enrolled in degree programs at Saint Joseph's College may request permission from the Vice President for Academic Affairs to prepare a portfolio for evaluation. The following criteria apply:

- Students must typically be at least 25 years of age and enrolled in a degree program in the College. (Exception to age will be considered.)
- The awarding of credit shall not interfere with the requirements for professional certification or outside licensing (e.g. CPA, education certification).
- No student shall receive more than 21 hours of credit via this method.
- A student must have at least one prior term as a full-time student at Saint Joseph's College before applying for this type of credit.
- Credit will be awarded only for areas of study currently recognized as creditable at Saint Joseph's College in the catalog.
- Students must spend an academic term in the preparation of the portfolio. It is the student's responsibility to document and to demonstrate the knowledge which approximates the college credit being sought.
- Evaluation shall be conducted by persons holding faculty appointment in appropriate disciplines and who are skilled in the evaluation process for experiential credit.
- Credit will be awarded based on standards and guidelines for relating learning outcomes to units of credits.
- Upon recognition of credit, entry shall be made on the student's transcript and shall be noted as experiential credit.

## INTERNSHIPS AND PRACTICAL EXPERIENCE

The College provides a variety of programs which encourage students to apply knowledge outside the classroom. These programs help the student to test career choice decisions, often provide them work experience and a first reference in their chosen field. Further, internships offer an opportunity to test and hone one's classroom knowledge. Internships are an integral part of the academic program in numerous departments. They are generally listed as course #90 in these departments.

In addition to departmental programs (in accounting, business, communications, radio/TV, journalism, political science, pre-law, psychology, sociology) the College is affiliated with The Washington Center in Washington, D.C. The Center offers semester long programs combining internship placement and coursework to qualified junior and



senior students from a variety of majors. Recent Washington Center intern placements include theatre, radio, TV, congressional offices, businesses, non-profit organizations, lobbyists, and in the State and Defense Departments. Students interview with the organization(s) of their choice and are then placed for the semester.

To be eligible for an internship, students must have a GPA of 3.00 overall and in their major, must have attained junior status (i.e., earned 60 or more credit hours), must have passed all prerequisites for internships, and must have the positive recommendation of the departmental coordinator of internships. Internships may carry from 3 to 9 hours of academic credit, depending on length of time and level of work involved. The students are evaluated by their supervisor at the job site, but the final grade (A to F) is assigned by the departmental sponsor of the internship. A special fee is charged for the administration of all internships, except those with The Washington Center.

### **INDEPENDENT STUDY**

This program provides the opportunity for degree-seeking students, during regular semesters, to pursue special topics, reading programs, or projects within existing departments apart from courses listed in the catalog. Students who have completed the freshman year may apply for an independent study by preparing a proposal for the faculty member who might sponsor the project. This proposal should be submitted far enough in advance of registration for the semester in question, so that thoughtful evaluation of the academic quality of the project can be made. Once the faculty sponsor has approved the project, the student may fill out the proper form at the office of the Vice President for Academic Affairs and then register for the independent study.

One, two, or three credit hours may be proposed for a project, and the credit and grade thus earned will be entered on the student's record and count toward graduation. The student registers for the independent study during the regular registration period, and all provisions of the official College calendar must be observed.

### **DIRECTED STUDY**

In rare instances a degree-seeking student may need a course in the College catalog that is not in the published schedule for the current term. In such cases, the Chair of the Department involved must justify to the Vice President for Academic Affairs a request for the student to do the course via private instruction. The Chair must also show why some other course, within the Department or elsewhere in the College, cannot substitute for the course in question. Before final approval is given, the Department will show how the directed study will be comparable in content, assignments, papers, and tests to the catalog course as normally offered, and the official College calendar must be followed.

### **TRANSFER POLICIES FOR NEW STUDENTS**

Saint Joseph's College welcomes transfer students from junior colleges, community colleges, technical colleges, and other accredited institutions of higher education. Students wishing to transfer to Saint Joseph's College must be in good standing, both academically and socially, at the colleges from which they desire to transfer. Good standing signifies that the student is eligible to continue, to return, or to transfer elsewhere. Ordinarily only courses that are of comparable course content and description as stated in the Saint Joseph's College Catalog will be transferable. Exceptions may be made by the Registrar or Academic Dean.



1. Up to 60 semester hours will be allowed to transfer into Saint Joseph's College from all accredited junior, community and technical colleges. Up to 90 semester hours will be accepted from a four-year institution of higher education. The transfer student must meet all departmental requirements and the general requirements of Saint Joseph's College in order to graduate. Not more than twelve within this maximum of 60 or 90 hours may be taken by correspondence.
2. Transfer students who have earned an Associate degree are most welcome to Saint Joseph's College. Saint Joseph's College will accept up to 70 semester hours for students who have earned an Associate degree at an accredited college.
3. The Registrar evaluates all academic work earned at all other institutions.
4. Students transferring into Saint Joseph's College must have the institution they are leaving send to Saint Joseph's College an official and complete transcript of all credit hours earned and attempted.
5. If transfer students are found to have concealed previous college attendance or credit, they are subject to immediate dismissal.
6. Saint Joseph's College requires transfer students to have an official copy of their high school transcript sent to the College. Normally SAT or ACT test scores are also required of all students transferring into Saint Joseph's College.
7. Saint Joseph's College will allow Advanced Placement test scores and CLEP to transfer in, provided students meet the criteria of Saint Joseph's College.
8. Credits earned more than 15 years before application for admission are accepted toward graduation on a provisional basis, subject to validation by the first thirty semester hours completed at Saint Joseph's College with a 2.00 (C) average.
9. Transfer students or returning students wishing to transfer credits from non-accredited colleges—that is, institutions not accredited by a recognized national, regional, or state agency—may be admitted provisionally. To validate credit from non-accredited institutions the student may
  - a) use the credit by examination provision, or
  - b) maintain an index comparable to that achieved at the non-accredited institution for one academic year at Saint Joseph's College, and
  - c) all course work will be evaluated by the Registrar and by the Chair of the Department in which the student plans to major.
10. All quarter hours will be translated into semester hours at Saint Joseph's College on a 3 -to- 2 basis.
11. Credit hours (without grades) for courses in which students have achieved at the A, B, C, P, or S level (where P or S are defined as equal to at least C) will be accepted toward a degree from the College. The Saint Joseph's College transcript will indicate the GPA from the other institution(s) but will only list course titles and number of credits accepted in the itemized entries.
12. In exceptional cases (e.g., high motivation, lapse of a number of years, etc.), students who were academically dismissed from or who were placed on probation by another institution may be admitted to the College on academic probation. Such cases are decided by the Director of Admissions and the Vice President for Academic Affairs.

## TRANSFER POLICIES FOR CURRENT STUDENTS

Current students may take course work elsewhere, provided they have the approval of the Academic Dean or Registrar and the Chairperson of the Department in which the student will do the course work. Normally current students will do such



course work at a four-year institution of higher education. If a grade of C or higher is earned, the course title and the credit hours, but not the grade or quality points, will become part of the student's official academic record at Saint Joseph's College.

### **SPRING AND SUMMER SESSIONS (Terms 3 and 4)**

Saint Joseph's College offers an extensive, fully-accredited spring program. In addition the College also offers a full summer program in Church Music for both graduate and undergraduate credit.

### **STUDY ABROAD**

Students who wish to spend a semester or a year studying abroad should contact the Advisor for International Studies as soon as they start considering this possibility. Careful planning has to go into the scheduling of courses, so that all graduation requirements will be met in timely fashion.

If the time abroad is spent at one of the College's own extension campuses (England, France, Germany, Austria, the Netherlands, Spain, or Central America), all courses and grades and credits will be entered into the student's academic record. If the student makes arrangements to study at a different university abroad, other than the Saint Joseph's College extension campuses, then all of the transfer of credit policies have to be applied.

### **REGISTRATION FOR COURSES**

A "Schedule of Classes" is published for each semester, showing the courses that are offered, the time of meetings, the room numbers, and the instructors. The College reserves the right to withdraw an announced course for which fewer than five students register. It also reserves the right to assign students to class sections and to limit the number of students who may elect a course in case the class becomes overcrowded or is of such a nature that limited enrollment is required.

Faculty advisors assist students in planning their programs of study. In all cases it is advisable that the student select a major by the end of the Freshman year and consult the faculty advisor regarding the pattern or courses for the major and minor sequences and the appropriate electives. A student's semester schedule of classes will not be considered final until it has been approved and filed in the Office of the Registrar.

### **CHANGE OF SCHEDULE AND CANCELLATION OF COURSES**

During the first week of classes in each semester a student may, with consent of the Registrar, change a schedule by adding or cancelling courses. Courses cancelled during this period do not appear on one's permanent record.

### **CLASS LOAD**

The normal amount of work for which a student registers in one semester is fifteen or sixteen hours. To be classified as a full-time student one must register for a minimum of twelve semester hours. Normally, every full-time student must be registered for the Core segment that corresponds to his or her class level, due to the special status that Core courses have in the College's curriculum, unless an exception is granted by the Vice President for Academic Affairs.

Permission to register for credit hours in excess of eighteen hours must also be obtained from the Vice President for Academic Affairs. The basis for such permission shall be the student's ability, as evidenced by previous college work. The regular hourly



tuition cost will be charged for each credit hour in excess of sixteen. Exceptions to this overload fee are made for coursework in a foreign language and for programs which require more than sixteen hours a semester.

## CLASS ATTENDANCE

1. Students are required to attend all officially scheduled lectures, discussions, laboratory exercises and examinations. Absences may be excused for reasonable causes.

2. The following are examples of reasonable causes for excused absences: sickness of student, death or serious illness in the student's immediate family, a wedding in the family, intercollegiate sports or other College activities (such as field trips), circumstances beyond the student's control such as government summons, bad weather, etc. The judge of reasonableness in any case is the instructor.

3. Sanctions for unexcused absences from class are the prerogative of the individual instructor. Sanctions may include a failing grade on any work due on the date of an absence, a reduction of the final grade for the course, or a failure in the course. Only those sanctions published in the course syllabus are to be used by an instructor. Complaints of unfair sanctions will be considered by the Academic Cabinet or a subcommittee appointed by the Vice President for Academic Affairs.

## WITHDRAWALS FROM COURSES

After the limit for changes in class schedules, students may not withdraw from a course for which they are registered, except with permission of the Registrar, after presenting written evidence of consultation with their professor and faculty advisor. Students may not withdraw from Core courses, unless they have permission to do so from the Vice President for Academic Affairs.

Forms for course withdrawal can be obtained at the Office of the Registrar. Such withdrawals will be indicated on the student's record with the letter "W." By discontinuing a course without an official withdrawal, the student automatically incurs an "F." No official withdrawals will be given later than two weeks beyond the date for mid-term grades (see College Calendar). Students who register for a PE or computer course that begins at mid-term or later may officially withdraw from the course without being penalized by the end of the twelfth week of that semester. All other regulations apply concerning a grade of "W" or "F".

Students who were assessed an overload fee and then withdraw from a course will be refunded a portion of the overload fee based on the week of withdrawal relative to the start of the course. The amount of the refund will be calculated according to the College "Refund Policy" scale on page 26 of this Catalog.

## WITHDRAWAL FROM THE COLLEGE

Any student (except a graduating senior) who is aware that he or she will not register for the following semester is required to inform the Registrar and the Vice President for Student Affairs. Any student who withdraws during the semester must notify the Vice President for Student Affairs and the Registrar. Any student who withdraws without proper notification will forfeit honorable separation. Students who discontinue either during or at the end of a semester without having settled their financial obligations to the College will be refused official transcript of credit until all accounts are paid. If a student withdraws voluntarily or is dismissed, "W" grades are assigned.



GRADES

Grades are given in letter symbols.

Grades	Meanings	Quality Points
A	Excellent	4
B	Above Average	3
C	Average	2
D	Acceptable but Poor	1
F	Failing	0
W	Withdrawal	
I	Incomplete	
Z	Non-Credit/Audit	
N	Not Pass (no credit)	
P	Pass (grade not included in index)	

A grade of A represents greater accomplishment in a four-credit course than does the same grade in a two or three-credit course. In order that a student's degree of success on the basis of both factors (amount of work represented by courses, and the grades received) may be judged, use is made of the quality point. Quality points assigned to a grade multiplied by the credit allowed in a subject will give the total points accruing to the student for achievement in that subject.

INCOMPLETE GRADE

The incomplete grade is given when under unusual circumstances a final grade cannot be given. It is not to be used by either the student or the teacher as a way of indiscriminately extending the semester or other grading period, nor is it to be used at the mid-term grading period. A course in which the grade of I is received will not be considered in computing the index until the incomplete grade is removed. If the I grade is not removed within five weeks after the close of the semester, a grade of F will be assigned.

CHANGE OF GRADE

No grades, once submitted to the Registrar's Office, can be changed, apart from the removal of I grades, except by written petition of the teacher to the Vice President for Academic Affairs. Such petition must be made prior to the date set for removal of incomplete grades.

REPETITION OF COURSES

Failing grades earned at Saint Joseph's will count only once per course. Students who repeat a course to remove a grade of "F" and receive a second failing grade will not be penalized in their index. The "F" grade for all courses will appear on the official academic record. Students should report to the Registrar's Office at the time of registration that a course is being repeated.

PASS/NOT PASS OPTION

A student may count a maximum of 24 hours of credit towards graduation under the pass/not pass option. The pass/not pass option is limited to open electives, i.e., courses outside Core, and outside those taken in or required by the major and minor departments. Exceptions are student teaching and education practica. To receive a *pass* a student must achieve a C or better; below a C, the student will receive a *not pass*, which will be recorded as no credit. The student must decide within the time limit stated in the calendar whether a course is to be taken for a grade or under the pass/not pass option.



## **GRADE REPORTS: MID-TERM AND FINAL**

Grade reports for all students are made to the Registrar twice each semester. Reports are issued to parents and students after each grading period. Mid-semester grades are sent to all parents. Resident students pick up their mid-term grades through their resident assistants. Non-resident students may pick them up at the Registrar's Office.

## **PLAGIARISM – ACADEMIC HONESTY POLICY**

Saint Joseph's College exists for the pursuit of truth and knowledge. In that pursuit, all members of the community - students, faculty, staff and administrators - remain committed to honesty in all personal and professional activity related to the mission of the institution. Personal and communal integrity are fundamental in Catholic education. To that end, students at the College are obligated to understand the central role of honesty in its relation to academic coursework, interaction with their fellow students, relationships with faculty and association with the administrative staff of the College.

Students are expected to be truthful in all academic relationships on campus; in all courses, each student has the responsibility to submit work that is uniquely his or her own. Cheating, plagiarism, willful violation of personal or collegiate computer security, misrepresentation of rightful ownership of academic property, falsification of data, theft or mutilation of library or reserved materials, unauthorized or misrepresented copying of print/media information or copyrighted computer programs of any kind are expressly forbidden at the College. The use of commercial term paper companies or pre-existing files of term papers to produce assigned class work is considered a violation of the Academic Honesty Policy. Outside of formal coursework, students are also expected to maintain honest and ethical behavior. The misuse of SJC identification cards or the mistreatment or alteration of academic records (including grade reports and transcripts) are violations of the Academic Honesty Policy.

It is the special responsibility of the Vice President for Academic Affairs to insure compliance to and promulgation of the Academic Honesty Policy. In addition to the publication of this policy in the College Catalog, all faculty are required to review the policy at the beginning of each semester with all classes of the College. It is the individual faculty member's responsibility to assure that all students are aware of the written version of the Academic Honesty Policy and to support its enforcement. It is the individual student's responsibility to know and follow this policy. Ignorance of the Policy by any member of the community is not an excuse for non-compliance.

Faculty have the discretion to adjudicate all violations of the Academic Honesty Policy in their classrooms; faculty, however, must report serious or repeated violations of the Policy to the Vice President for Academic Affairs. Students, faculty or administrators may also report a violation of the Academic Honesty Policy in writing to the Vice President for Academic Affairs. Disposition of violations will be made by the Academic Vice President in one of the following manners:

- a) Investigation and assignment of the case to an individual faculty member or an administrator for adjudication;
- b) Investigation and immediate adjudication;

Persons accused of a violation of the Academic Honesty Policy have a right to a hearing, with all involved parties, with the Vice President for Academic Affairs. In all cases wherein a serious or repeated violation of the Academic Honesty Policy of the College has been found, the names of the principals, the pertinent dates and the nature of the offense will be kept in a confidential file by the Vice President for Academic Affairs. In cases of second offenses, these files will have direct bearing on the severity



of the sanction. Any appeal of the Vice President's decision will go directly to the President's Council, and subsequently, to the President.

Adjudication of all reported violations of the Academic Honesty Policy may result in one or more of the following actions:

- a) failure on a specified assignment, paper, quiz, test, or class project;
- b) failure for the course in which the violation occurred;
- c) issuance of appropriate academic probation;
- d) issuance of appropriate College sanction (community service, restitution of property, etc.)
- e) dismissal from the College.

## STUDENT STATUS

The scholastic index expresses the ratio of a student's quality points to total hours attempted. This ratio is found by dividing the sum of the student's quality points by the sum of the hours attempted. Thus, if total points equal total hours attempted, the index will be 1.00, indicating the maintaining of the general level of D.

## ACADEMIC CLASSIFICATION

A student is classified as a freshman by meeting the entrance requirements; as a second semester freshman when 15 semester hours have been earned; as a sophomore when 30 hours have been earned; as a junior when 60 hours have been earned; and a senior when 90 semester hours have been earned. In addition, for purposes of probation and dismissal, a student is considered a second semester freshman after being a full-time student for one semester, and a sophomore after two semesters as a full-time student, and a junior after four semesters.

## DEAN'S LIST

The Dean's List is published at the end of each full-length semester. Students who are in the top 10% of the student body in terms of current semester grades are placed on the Dean's List, provided the student earns twelve hours excluding pass/not pass.

## GRADUATION WITH HONORS

Graduation with honors is conferred on the basis of a student's cumulative index through four years of 3.40 for the honor CUM LAUDE, of 3.60 for MAGNA CUM LAUDE, and 3.80 for SUMMA CUM LAUDE.

## PROBATION AND DISMISSAL

In order to graduate, students must have a cumulative index of 2.00, a 2.00 in their major, and a 2.00 in their minor. While this index is not required at any point in the students' careers prior to graduation, they must nevertheless show a steady progress toward this goal. Thus it is required that students must maintain a cumulative index of 1.80 during the Freshman and Sophomore years, and a cumulative index of 1.90 during the Junior and Senior years.

*Students who do not achieve the required cumulative index will be subject to one or the other of the following actions:*

### 1) PROBATION

If a student's cumulative index falls below either the 1.90 or the 1.80 requirement, he or she is *automatically* placed on academic probation. *These students are required to work under an academic advising contract while on probation.*



## 2) DISMISSAL

If the proper index is not achieved by the end of the next semester, the student is dropped for poor scholarship. In individual cases, and only where special circumstances are involved, the student may appeal to the Academic Cabinet for continuation in the College. This appeal must be made in writing to the Vice President for Academic Affairs within two days after receiving notification of this status. For purposes of probation and dismissal a spring or summer session is considered part of the student's previous semester.

*Students receiving below 1.00 for a current semester or whose current semester index falls by more than 1.50 from the previous cumulative index will be reviewed by the Academic Cabinet for appropriate action. Such action can range from establishment of a contractual academic advising relationship to dismissal from the College for poor scholarship.*

*Students on probation who have not kept their contractual agreement with the College are liable for dismissal on academic grounds at mid-term.*

Students dropped for poor scholarship may, after the lapse of a semester, apply to the Academic Cabinet for readmission. If their application is approved, they will be readmitted on probation and must maintain the scholastic index required by their classification. If dropped for poor scholarship a second time, they are not eligible for readmission.

## ATHLETIC ELIGIBILITY

A student is eligible to participate in intercollegiate athletic contests under the following conditions:

1. Be of approved physical condition as certified by the College physician.
2. Meet the requirements for classification as a regular full-time student at Saint Joseph's College.
3. Be eligible to play in a designated game according to the rules, policies, and approved practices of the *National Collegiate Athletic Association* with respect to amateur standing, length of previous participation, institutional transfer and similar matters. Saint Joseph's College, as an institution of higher education, fully subscribes and adheres to the By-Laws, regulations and rules of the NCAA, Great Lakes Valley Conference, and Heartland Collegiate Conference regarding "academic eligibility" and "satisfactory progress." Furthermore, Saint Joseph's College supports the philosophy and practice of applying said standards for both regular season competition as well as tournament competition.

It is the responsibility of the players as well as the coaching staff to know and comply with the letter and the spirit of the athletic policies adopted and approved by the faculty.

## STUDENT ACADEMIC RECORDS

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Annually, Saint Joseph's College informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failure by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the following offices: Vice President for Academic Affairs, Registrar, Vice President for Student Affairs, Financial Aid and Counseling Offices.

## TRANSCRIPTS

Only students (current & former) and alumni may request their own academic record or transcripts. They should do so through the mail or in person. When requesting transcripts please include your:

Name: first, middle, last (maiden name if married after leaving SJC)

Birthdate

Social Security number

Home address when you first entered SJC

Current address

Number of copies requested

Addresses where SJC should send your transcripts

\$3 fee per transcript copy.

## STUDENT AWARDS

The recognition of merit in the individual is natural and proper as an incentive to personal and social progress. The awards and prizes listed below represent the College's attestation of the recipient's excellence as demonstrated in a variety of fields. In all cases the College reserves the right to withhold an award if, in the opinion of the judges, none of the entries attains a standard of excellence sufficient to merit the distinction implied by the conferring of the award.

### ACCOUNTING FACULTY SCHOLARSHIP AWARD

A scholarship, amount to be determined annually, is presented by the Accounting Faculty to a junior accounting major (to be used in the senior year) selected by the Accounting Faculty. The criteria for selection include: 1) major field of study must be accounting; 2) evidence of outstanding ability and potential; and 3) personal financial need should not be a factor.

### THE DOUGLAS E. BAUER MEMORIAL AWARD

This award was established by the Biology Department and the Biology Club in memory of Douglas E. Bauer (class of 1975) who was killed in an accident while pursuing his graduate degree in biology. The award will be made to a senior in biology or biology-chemistry who meets the following criteria: 1) grade point of at least 3.00; 2) positive attitude toward biology as demonstrated by cooperation with faculty and student peers; 3) determination and ambition as shown in laboratory procedures; 4) pursuit of further education in biology by admission to graduate study. The award shall consist of properly inscribed citation and one year's subscription to a scientific journal of his or her choice.

### THE DONALD BRINLEY PRIZE IN PHILOSOPHY

In recognition of his long-time contribution to Saint Joseph's College and his love and enthusiasm for students and philosophy, the philosophy and religion faculty have established the Don Brinley Prize in Philosophy. The annual prize, a cash award of \$50.00 is presented to the student submitting the best philosophical writing, as deemed



by the philosophy and religion faculty. The writing is judged in light of the qualities Professor Brinley admired and exemplified: courage, insight, honesty, rigor, and depth in religious and philosophical thought.

### **JOHN J. BUCHOLTZ POLITICAL SCIENCE AWARD**

An annual award presented by the Department of Political Science to a senior major who has excelled in the field of political science.

### **COMPUTER SCIENCE AWARD**

This award is given to the outstanding junior and the outstanding senior in the Computer Science Department. The recipients must be majors or group majors in computer science/information systems who have demonstrated the highest achievement in academic excellence. Award winners are selected by the Computer Science faculty members.

### **THE ANTHONY C. CAPPUCCILLI PUBLIC SPEAKING AWARD**

First, second and third place awards of \$25, \$15 and \$10 are presented to students in basic and advanced speech. Contestants undergo preliminary elimination rounds. Each is asked to speak on an assigned current issue. The contest is held annually in the spring. Donor: Dr. Ralph Cappuccilli.

### **THE C. H. CRAIG CREATIVE EDUCATOR AWARD**

The C. H. Craig Creative Educator Award is given annually to an Elementary Education Major who has demonstrated both an outstanding rapport with children and a high degree of creativity in working with them.

The recipient shall be evaluated through his/her work with children in practica experiences, learning lab experiences and method classes.

The Award shall consist of a \$25.00 check and a certificate. The name of the recipient shall be placed on a plaque kept in the Education Department.

This Award shall be given by Dr. Karen M. Craig as long as she is teaching at Saint Joseph's College and by the faculty teaching Elementary Education classes afterwards.

### **WILLIAM L. DOWNARD PRIZE IN HISTORY**

An award of merit presented annually by the Department of History to a student who has excelled in the field of history and its related areas. The award will be accompanied by a cash prize and a copy of Dr. Downard's book.

### **MOTHER DREXEL SOCIOLOGY AWARD**

An annual award presented to a junior or a senior major in sociology who has excelled in the field of sociology. This award is based on excellence in scholarship and responsibility in service.

### **THE FATHER RUFUS ESSER ENGLISH AWARD**

This award is given to the senior English major who has manifested a deep appreciation and knowledge of literature, and who has contributed to the artistic and intellectual development of the College community.

### **FUTURE EXECUTIVE SCHOLARSHIP**

This scholarship of an unspecified amount is presented annually by the Business Club to a selected freshman student, majoring within the Commerce Division. The scholarship is based on academic achievement, financial need, and extracurricular activities. The student will be chosen by the Business Club officers, Chairman of the Department, and the Division Co-ordinator.

### **JOHN HEIMANN AWARD**

An award to a music major for excellence in scholarship and general musicianship. The Heimann prize is named in memory of the late father of Fathers Ambrose and Lawrence Heimann. Donor: Dr. and Mrs. John B. Egan.

### **JOHN P. HRUZIK ('52) GEOLOGY AWARD**

Presented annually to a senior geology student chosen by the geology faculty and Geology Club.

### **INDIANA CPA SOCIETY AWARD**

A plaque is presented annually by the ICPAS to the outstanding senior accounting major. The selection of the recipient is made by the accounting faculty on the basis of criteria which include: (1) achievement of at least a 3.00 index in accounting and also on a cumulative basis; (2) willingness to accept responsibility; (3) extracurricular activities, particularly of a leadership nature; and (4) good moral character.

### **INDIANA CPA SOCIETY SCHOLARSHIP AWARD**

This scholarship was established by the Educational Foundation of the ICPAS to make scholarship funds available to qualified students for the study of accountancy. The grants are made available to students who are residents of Indiana and have completed five semesters of college work leading to a degree in accounting. The amounts of the scholarships are determined annually and are not to exceed \$1,500 per student. Applications are submitted to the Foundation Trustees who consider the following factors in determining the scholarship recipients: (1) academic achievement; (2) college activities; (3) financial need; and (4) appearance and personality.

### **THE FATHER EDWIN G. KAISER FACULTY SCHOLAR AWARD**

Given occasionally to a Saint Joseph's faculty member for outstanding scholarship.

### **THE FATHER JOSEPH B. KENKEL AWARD**

This award is presented annually by the Department of Economics to a junior or senior for scholastic achievement in the study of economics. It is named in honor of Father Joseph B. Kenkel, who served Saint Joseph's College for over forty years, both as a teacher of economics and as President of the College. To be considered for the award, the student must have at least a 3.5 index in economics and a 3.2 overall index.

### **GREGORY E. KULAVIK AWARD**

Awarded annually to the outstanding new member of Saint Joseph's College Band, determined by a vote of the members.

### **ADAM P. LESINSKY AWARD**

Awarded annually to the outstanding member of the Saint Joseph's College Band.



### **THE FATHER SYLVESTER LEY EDITORIAL AWARD**

Named for the co-director of STUFF, the award will be presented annually to a page editor deemed to have exemplified the best in editorial professionalism. Voted upon by the entire STUFF staff.

### **MARITAIN ACADEMIC EXCELLENCE AWARD**

This is a departmental award given annually to the junior or senior admitted to the Teacher Education Program having the highest cumulative grade point average (minimum of 3.00). The award consists of a certificate of excellence and a year's subscription to *Education Week*.

### **MEIRING TEACHING EXCELLENCE AWARD**

This award is given to an active teaching graduate having five or more years of teaching experience, whose contributions to classroom teaching and professional activities have a mark of excellence. The teacher will be selected by vote of the faculty in the department. The award consists of a certificate of excellence and a cash gift.

### **THE DR. JAMES MIGNEREY, C.P.P.S. AWARD**

This award is presented to the outstanding graduating senior majoring in the Communication and Theatre Arts Department, named for former faculty member Brother James Mignerey, the recipient must exhibit those qualities most valued by Brother Jim: Scholarship (minimum of a 3.5 GPA in the major), outstanding contributions to the department's co-curricular activities, and service to the College. The faculty of the Communication and Theater Arts Department will choose the recipient who will receive a cash award and a certificate, and have his/her name engraved on the permanent plaque displayed in the Chapel Basement.

### **THE JUDY NESBITT AWARD**

This award, which may be given annually, is to recognize a Saint Joseph's College student who has demonstrated excellence in two or more of the areas in which Judy Nesbitt excelled: music, art, education, and athletics. The recipient is to have a grade point average of at least 3.2, be less than 25 years old, and be chosen by the Division Coordinator in consultation with the faculty of the Education and Arts Division. Public performance or competition is not required for this award.

### **OUTSTANDING STUDENT IN INTERNATIONAL STUDIES**

This award is made to a student majoring in International Studies, normally a senior, who holds a minimum 3.00 GPA and has demonstrated in class and in extra-curricular activities a high level of global awareness. A monetary prize will accompany the award.

### **EDWARD PANOZZO PSYCHOLOGY AWARD**

A \$250 cash award is given annually to an upperclass psychology, sociology, or human services major who reflects the dedicated and intense social service commitment of the late Edward Panozzo. High GPA is not a criterion for this award.

### **PSYCHOLOGY ACADEMIC EXCELLENCE AWARD**

This cash award is presented annually for academic achievement by the Psychology/Psi Chi Club in conjunction with the Psychology Department advisor. The recipient is the junior psychology major who has the highest grade point average in psychology courses. The completion of at least 12 credit hours of psychology and a minimum GPA of 3.00 are also required.

### **SAINT JOSEPH'S COLLEGE ALUMNI BOARD SENIOR-OF-THE-YEAR AWARD**

Presented by the Director of the Alumni Association to the senior who has made outstanding contributions to his or her class and the College.

### **G. RICHARD SCHREIBER PHOTOGRAPHY AWARD**

Named for the 1943 SJC graduate and current member of the Board of Trustees, the award will be presented annually to a staff photographer judged to have best exemplified the high journalistic standards set forth by G. Richard Schreiber during his years with the paper.

### **SCHUYLER ROBINSON AWARD**

This cash award is for excellence in applied music as demonstrated in public performances. The award is given in memory of the late Schuyler Robinson, former editor of the *Rensselaer Republican* newspaper.

### **FATHER URBAN J. SIEGRIST AWARD**

This award is presented annually to a junior for outstanding achievement in the biological sciences. The award is sponsored by the Biology Club and was established in 1976 in honor of Father Urban J. Siegrist, C.P.P.S. for his many years of service to the College. The selection of the recipient is made by the biology faculty and Biology Club officers on the basis of the following criteria: (1) achievement of at least 3.5 index in biology and of at least 3.2 cumulative index; (2) extracurricular activities, particularly in the Biology Club.

### **SIGNATURE DIRECT MARKETING AWARD**

A plaque and the sum of one hundred dollars (\$100) are presented annually to a student (senior or junior) who best demonstrates a career interest in direct marketing. The selection is made to that individual, who, in the opinion of the Department of Business Administration, has illustrated both a desire to enter direct marketing as a career and the potential to succeed in it. The aforementioned will be demonstrable by academic and extracurricular achievement and an active interest in this field.

### **FATHER PAUL SPECKBAUGH "REPORTER OF THE YEAR" AWARD**

Named for the first co-director of "STUFF", the award will be presented annually to a staff reporter deemed to have exemplified the best in professional journalism. Voted upon by the entire "STUFF" staff.

### **STUDENT TEACHER EXCELLENCE AWARD**

These are annual awards given to student teachers at the elementary and secondary levels. Nominations will be made by the Director of Student Teaching, and the recipients will be selected by vote of the Director of Student Teaching and three departmental members of the Teacher Education Committee. The Award consists of a plaque and a gift certificate.

### **TRUSTEES' AWARDS**

A certificate and the sum of one hundred dollars, donated by the Board of Trustees of Saint Joseph's College, are annually awarded to a top graduating student in each of the five academic Divisions of the College. Recipients are selected by the faculty of each Division on the basis of superior scholarship and leadership in extra-curricular activities.



**WALL STREET JOURNAL AWARD**

A year's subscription to the *Wall Street Journal* and a plaque are presented by the Department of Business Administration to a senior business major.

**LOUIS B. WHITE AWARD**

This special citation of merit is presented annually by the Glee Club to the most outstanding member of the mixed chorus. The award was initiated in memory of Louis B. White '52, former president of the Glee Club, who gave his life for his country in 1953.

**J. KEVIN WOODS MEMORIAL AWARD**

This special citation of merit is presented annually by the Accounting Club to an outstanding senior. The award, in memory of J. Kevin Woods, accounting alumnus of 1966 who was killed in action in Viet Nam in 1968, was established by his family and friends. A monetary sum determined annually is also presented to the recipient. The following criteria should apply in the annual selection of the student who receives the award: (1) must be an accounting major; (2) must have maintained C grades or better; and (3) the senior accounting majors, (not the faculty) select the student most deserving of the award.

**HONOR SOCIETIES****ALPHA LAMBDA DELTA FRESHMAN HONOR SOCIETY**

This national honor society recognizes outstanding scholastic achievement in the freshman year. To be nominated for membership, students must have at least a 3.50 cumulative GPA for the two semesters of their freshman year.

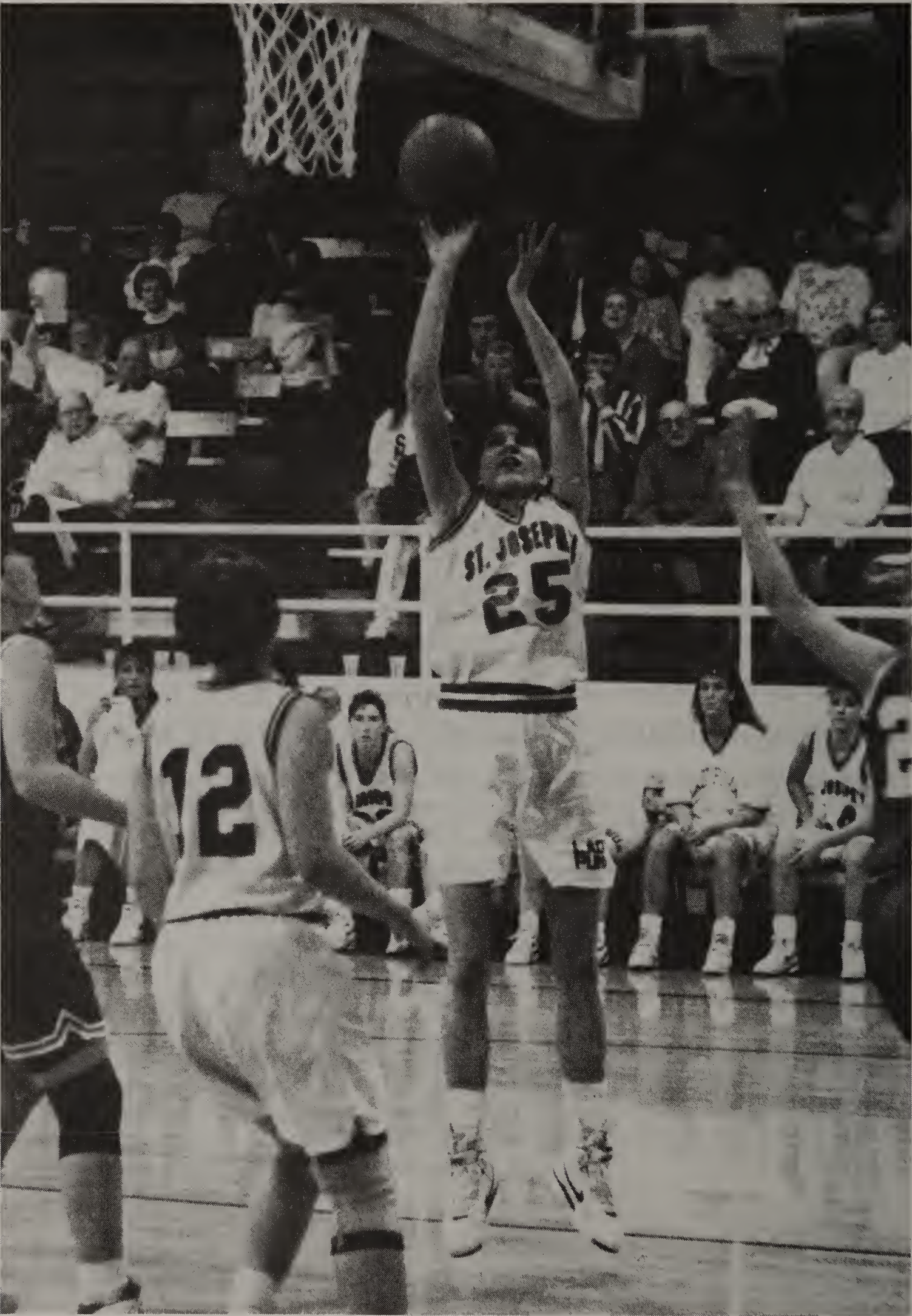
**DELTA EPSILON SIGMA NATIONAL SCHOLASTIC HONOR SOCIETY**

Students qualify for membership in this national honor society when they have completed half of the hours required for their degree with a cumulative GPA of 3.40 or better.

**PHI ALPHA THETA INTERNATIONAL HONOR SOCIETY IN HISTORY**

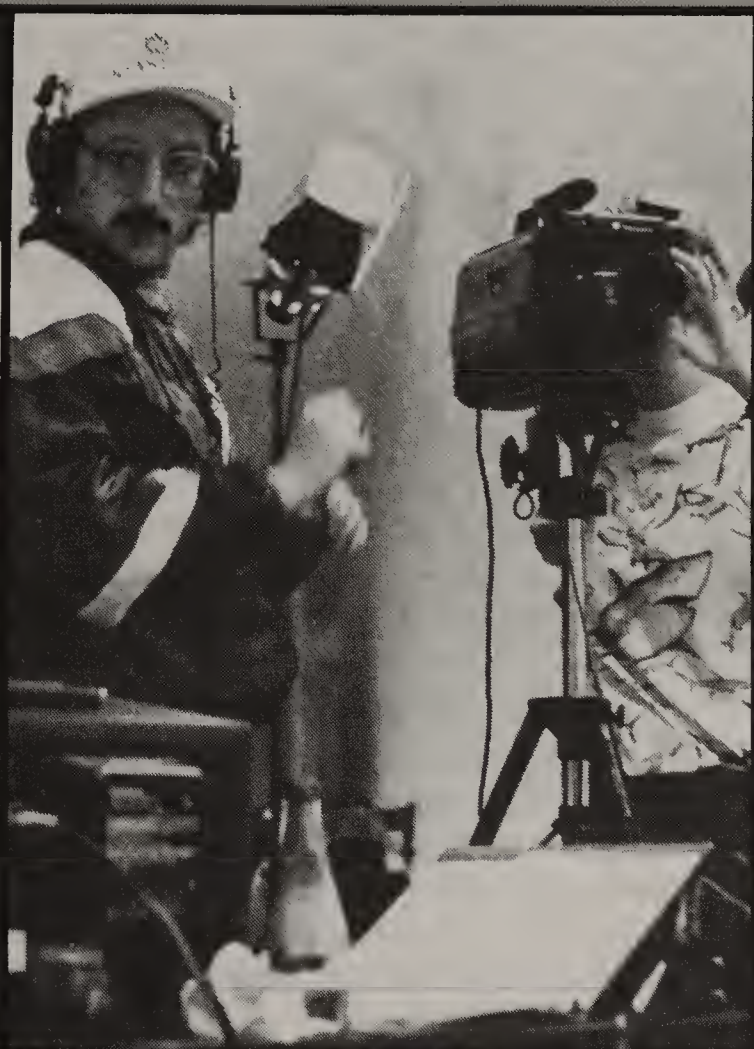
To be considered for membership, a student must have completed at least twelve semester hours in history, have maintained at least a 3.10 GPA in those courses and a 3.00 GPA overall, and rank in the upper 35% of one's class.







# COURSE DESCRIPTIONS





# ACADEMIC OFFERINGS

## The Core Curriculum (General Education)

### Objectives of the Core Program

The general education requirements of the College are incorporated in a single four-year sequence common to all students and totalling 45 credit hours.

Saint Joseph's College adopted the Core Program because it was seen to be a better way to achieve the goals and purposes of the institution, a Catholic liberal arts college, than the more traditional approach to general education. Core is integrative, rather than distributive, in its structure. Core gives the entire student body, and as many members of the faculty as possible, a common experience in reflecting on man, his situation, civilization, and culture, his achievements and problems, his meaning and purpose.

The switch to Core demanded radical changes in schedules, in departmental offerings, in course assignments, and in many other long-held policies and ideas. But what was asserted most emphatically in the change-over was that the institutional commitment to Core expressed the judgment of the whole Saint Joseph's College community that general education is at least as important as the student's major. The structural reminder of this commitment is the central role which the Core Program fills in the College's course offerings throughout all four years of the normal bachelor's program.

In order to offset the trend toward hyper-specialization or vocationalization in most of American higher education, Core is strongly generalist and humanistic. It emphasizes the project of becoming a "self worth being," of leading a genuinely human existence, as the basic issue of liberal education. Though the content of each semester of Core varies, the program maintains an overall common and constant concern for human values, a concern which either is carried over from Core into other courses by both students and faculty members or reinforces the humanistic perspectives already present in those courses.

Finally, any number of more specifically philosophical positions are implied in either the interdisciplinary or the personalist commitments of the Core Program. Core stands against the depersonalization of man that is the bent of the reductionist type of thinking of so many contemporary intellectuals. The program maintains an openness to insights into the nature of man and the human situation that come from a whole range of academic disciplines and methods. No method which can shed light on human meanings and values is theorized out of existence or into nonsense on an apriori basis. The traditional approach of the liberal arts is broadened to welcome the fruits of the studies of modern psychology, sociology, and other sciences of man. But what Core strives to do is to inform with a common purpose the whole mass of conflicting interests spawned by the hyper-specialized curricula of the mainstream of contemporary higher education.

### Structure of the Core Program in General

The Core Program replaced what used to be a 54-credit, mainly lower level and distributive approach to general education with a 45-credit, integrative and interdisciplinary set of semester programs very evenly spread out over the four years of college education. In place of a required number of courses from several separate departments, Core involves a six-credit interdisciplinary course in all but the last of the eight semesters usually taken by the student.

The following table shows the simple structure and rhythm of the Core program:

Freshman: Core 1 — The Contemporary Situation (6 credits)

Core 2 — The Modern World (6 credits)



- Sophomores: Core 3 — The Roots of Western Civilization (6 credits)  
                   Core 4 — The Christian Impact on Western Civilization (6 credits)  
 Juniors: Cores 5 & 6 — Humanity in the Universe (6 credits)  
                   Cores 7 & 8 — Intercultural Studies (6 credits)  
 Seniors: Core 9 — Toward a Christian Humanism (6 credits)  
                   Core 10 — Christianity and the Human Situation (3 credits)

### **The Overall Unity of the Program**

As the necessary complement to this brief listing of the individual segments of Core, it is important to stress the overall integration of the segments into a single general education program which has a very definite rationale and developmental unity operative throughout all four years. The following paragraphs should clarify the overall intent of the Core Program.

The first semester of the freshman year begins with "The Contemporary Situation" because the main objective given to Core 1 is self-discovery and self-assessment. The student is invited to take inventory of his or her personal and our communal problems and resources: As a young man or woman in twentieth century America, what outlooks and values have I adopted? What are the prospects and hopes for creating a meaningful personal existence and a just society?

The time span allotted to Core 1 extends back to 1914, not for arithmetic convenience or to relieve other Cores of some years of content, but to attain a very specific purpose. The student's edifice of meaning was constructed under the influence of his or her parents and grandparents, as well as that of peers, teachers and so on. By becoming acquainted with the events and hopes and crises of those immediately ancestral generations, the student can discover the impact of the past on the living present, the relevance of history to human existence. This is not approached in service to any particular philosophy of history, whether spiral or cyclical or whatever, but in terms of the simple facts of life that our meanings are shared meanings and that our existence is a historical existence. The complement to the future-looking dimension of hope in human existence is the past-regarding dimension of memory. With the establishment of this dialectic between hope and memory, Core 1 opens the student to the historical sections of Core in the following three semesters.

Cores 2, 3 and 4 — the second semester of the freshman year and the two semesters of the sophomore year — seek to encounter the origins of Western Civilization and follow its subsequent development. Core 3 concentrates on the Hebrew, Greek and Roman civilizations, studying them in their roles as foundation stones upon which our Western Civilization has been built. Core 3 seeks to find in these civilizations the roots of our present Western Civilization.

Core 4 studies the development of Western Civilization from the beginning of the Christian Era to the beginning of the "Modern World." Basic to this period is the introduction of Christianity. Core 4 studies the birth of Christianity, its meeting with and effect upon Graeco-Roman Civilization, and its influence in shaping the Western World. The purpose of Core 4 is to show how the sixteen hundred years from the birth of Christ to the birth of the Modern World prepared and shaped Western man to the point at which that Modern World could be born.

The Modern World is approached, in Core 2, in an at least partly dialectical fashion by studying the interplay of currents of thought from 1600 to 1900. The Baroque, the Enlightenment, the conflict between Romanticism and Realism, the Revolutions, the Age of Progress — especially the images of Man, of Nature and of God that go along with each of these — such is the complex material of Core 2. Overall, however, the achievements and disappointments of those 300 years do exhibit a certain logic of development which makes understandable the ambivalence and trepidation



with which Western man entered the twentieth century. Thus, at the end of Core 4 students have worked their way, with enriched historical understanding and development of critical acumen, back to the starting point of Core 1.

Though Cores 1 through 4 did attempt to deal with 4,000 years of Judaeo-Christian tradition and 2,800 years of Western Culture, there is still a greater challenge to the imagination and sensitivity of the student to come in the junior year. Intercultural Studies (Cores 7 & 8) transport the students out of the West in order to invite them to meet and to learn to appreciate fellow human beings who have created cultures quite different from their own. The great cultures of India, China, Africa and Latin America, whether in terms of complementarities or contrarities or correctives, have much to teach us, in spite of our boasts of Western superiority.

In addition, the "Story of Man" that science tells, in the concurrent Core Science segment (Cores 5 & 6), is a story which speaks of billions of years of cosmic and biological evolution and of a cosmos of fantastic dimensions, but which is still man's home. If Cores 2, 3 and 4 put us in touch with our cultural roots, Core Science reveals how intimately our human lives are connected with all of life and with basic cosmic processes: our cosmic and biological roots. The two programs of the junior year do however converge — whether by political, economic, ecological, metaphysical, or religious paths — on the reality of the oneness of the family of man.

Finally, the first three years of Core (Cores 1 through 8) can be regarded as more analytic than anything else, in the sense that they provide information about, perspective on, and appreciation of all things human. The senior year proposes to tie together all of the preceding materials of the Core Program in a synthesis that is deeply and thoroughly Christian. Core 9 works at such a synthesis in terms of theory and principle, whereas Core 10 applies those principles in a spirit of Christian responsibility in a world where man is more and more assuming conscious and deliberate control of the course of evolution.

### **Progress From Core 1 Through Core 10**

Another rather interesting perspective on the total Core Program lies in the broadening and deepening of awareness that occurs as the students move from one semester to the next. Without restricting individuals to this pace or rhythm of development and recognizing sadly but realistically that it does not work for everyone, the focus of the content of the Core segments and the invitation to value commitment do significantly grow from semester to semester. In Core 1, the focus is the "self" in twentieth century "America" (although the limitations of this focus are revealed in the final sections of Core 1); Cores 2 through 4 broaden that perspective to include the origins development and recent condition of "The West"; with the junior year of Core the student is invited to cope with the concepts of "cosmos" and "Spaceship Earth"; and in Cores 9 and 10 questions of ultimate meaning and deepest commitment are treated, the "Alpha and Omega" of human existence and "the one thing necessary" of the New Testament.

### **Some Pedagogical Specifics**

The mechanics of the Core Program are structured in such a way as to respect both the interdisciplinary and the personalist dimensions of Core. The typical six-credit segment of Core involves four contact-hours per week; two hour-long lectures in the College Auditorium (at which the entire freshman, sophomore, junior or senior class is in attendance), and two hour-long discussions in a group of about 18 students and one professor. What might at first seem to be an overly generous allocation of credit hours to the normal semester of Core — six credits for four contact-hours — is more than adequately justified in view of the very large amount of reading and writing assigned to the program. And though the preceding comment emphasizes individual



student work, it is generally in the discussion sessions that the readings, the lectures and the student's own reflections really come into focus.

The roles of a faculty member in the two scheduled parts of Core are quite different. As a lecturer in the Auditorium meetings, the professor presents himself or herself as an expert in commenting on a reading assignment of a related topic in a scholarly yet pedagogically appropriate fashion. In the discussion situation, however, the professor often has to assume the position of a co-learner, since the topic under discussion may well come out of a field of study which is not one's own area of specialization. The excitingly different types of faculty-to-faculty and student-to-faculty relationships which this structure demands and favors have radically revitalized the academic community of Saint Joseph's College.

### **1993-94: The Twenty-Fifth Year of Core**

Since the Core Program was implemented with the freshman class of September of 1969, Saint Joseph's College is in its twenty-fifth year of offering this innovative general education program. The graduating class of 1993 was the twenty-first class to complete the full cycle of the Core Curriculum. During these years, the program has been under the scrutiny of a whole battery of committees; it has been evaluated and revised on a year-by-year basis.

Relationships among the academic departments have changed quite a bit. Professors from up to ten different departments have had to sit down together and come up with a single set of readings and lectures for the semester of Core with which they are charged. The same group has had to listen to one another lecture to the entire Core class (300 + students and 12 or so professors). These experiences have made the faculty come to know and respect one another much more than they did before Core.

Professors have also carried a wealth of materials, ideas and methods out of Core into the course offerings of their departments. The discussion approach used in Core has given many professors a new respect and confidence in their students. And students, with an extensive common fund of Core readings and lectures, have carried discussion of issues into the dining and residence halls. Thus the Core Program not only complements the specialization the students acquire in their majors, but it actually strengthens the major programs at the college. Saint Joseph's College is of the opinion that it can offer students an educational experience which combines a strong major with an exceptional general education program, and that both programs gain from such a combination.

Saint Joseph's College is definitely committed to the Core Curriculum and the humanizing and liberating educational experience which it represents. Core expresses this College's manner of structuring a liberal arts education which respects both the concern for human values of the liberal arts tradition and the career preparation and specialization which the contemporary world demands of college graduates.

### **Honors Core**

One section in each of the early segments of the Core Curriculum is designated as an Honors Section. Students with outstanding SAT scores and high rank in their graduation class are recruited to the College to be part of this Honors Program. It is also possible for high achieving students (GPA of 3.50 or better) to enter the Honors Program after their first semester. In either case, continuation in the program is contingent upon excellence in academic performance. Course work in each of these Honors Sections is more intense and more challenging than in the other sections of Core, and the student's participation in an Honors Core is clearly indicated on the transcript.



## Core Curriculum Requirements for all Students

Students always take the Core course proper to the class levels at which they are registered. The only exception provided for in this catalog is that students in an approved three-year science sequence will take Core 7, 8, 9 and 10 in their junior year. Transcripts of transfer students will be evaluated and their general education requirements established by the Vice President for Academic Affairs, who alone has the authority to make exceptions to the Core requirements.

### Freshman Seminar

**1 hour**

A course for first-year students focusing on academic planning, college adjustment, and success skills, educational philosophy and the history and purposes of Saint Joseph's College. Required of all freshman in Fall semester.

### Core 1. The Contemporary Situation

**6 hours**

A study of the human situation in the twentieth century with its crises and achievements. The course aims at student involvement in the world through reflection and communication. Required of all freshmen.

### Core 2. The Modern World

**6 hours**

A study of the larger movements of civilization from the seventeenth to the twentieth century with emphasis on contemporary relevance. Required of all freshmen.

### Core 3. The Roots of Western Civilization

**6 hours**

A study of the Hebrew, Greek and Roman civilizations in their roles as roots of Western Civilization. Core 3 stresses the intellectual, artistic, religious and social contributions of these civilizations to our modern Western Civilization. Required of all sophomores.

### Core 4. The Christian Impact on Western Civilization

**6 hours**

A study of the growth of Western Civilization from the beginning of the Christian era to the emergence of the "Modern World." The intellectual, artistic, religious and social growth of these years is emphasized. Required of all sophomores.

### Core 5-6. Humanity in the Universe

**6 hours**

This course, extended through two semesters, studies the emergence of the human species in the course of cosmic, biological and cultural evolution and assesses the theoretical and practical impact of the natural sciences on the human situation. Required of all juniors except those in an approved three-year science program.

### Core 7-8. Intercultural Studies

**6 hours**

An examination of civilizations other than our own. By studying other cultures the student gains a new perspective and insight into the institutions and thought of the Western world. Extended through two semesters and required of all juniors.

### Core 9. Towards a Christian Humanism

**6 hours**

This course attempts to point up the possibility of a Christian view of man by an examination of the general problems of humanism, religion, Christianity, and Catholicism. It applies psychological, sociological, philosophical, and theological considerations to the material provided by the previous Core experience. Required of all seniors, and of juniors in an approved three-year science sequence.

### Core 10. Christianity and the Human Situation

**3 hours**

A seminar course on selected ethical problems of our day in the light of Christian faith and of all the Core experience, especially Core 9. Core 10 is, therefore, a study of the **practice** of Christian Humanism. While section leaders may offer a variety of introductory approaches, preference will be given to seminar topics originated by students. Such topics might be related to person-oriented concerns, to urgent contemporary issues, or to a student's chosen career.



## Department of Art

The Art Department offers both studio and art history courses for anyone interested in the visual arts. There is an organized program of instruction for students wishing to minor in art, a program that meets requirements for elementary education majors, as well as an assortment of courses designed principally for personal enrichment.

Some courses require a lab fee. Additionally, students are usually responsible for purchasing other expendable supplies. Material costs for the studio courses vary and instructors will provide specifics at the beginning of each course.

Students planning to complete a minor in art are expected to begin their art studies with ART 11, BASIC DESIGN AND COLOR THEORY. This course provides the visual, technical background for all other courses.

Art Minor Requirements:	Hours	Required Hours
Basic Design and Color Theory	3	9
Drawing I	3	
Art History	3	
<hr/>		
Drawing Composition	3	3
Design II	3	
<hr/>		
Art Minor Requirements:	Hours	Required Hours
Painting	3	6
Ceramics	3	
Printmaking	3	
Fiber: Surface Design	3	
Fiber: Construction	3	
<hr/>		
Advanced Studio (recommended)	3	
		<hr/> 18 Total Hours Required

### COURSES IN ART:

11. Basic Design and Color Theory

3 hours

Introductory study of theory, content, process and application of two-dimensional design with the inclusion of color theory and application.
12. Design II

3 hours

Continued study of visual theory and structure through the design process, including three-dimensional design problems.
21. Ceramics

3 hours

The study of hand-building techniques with an emphasis on the vessel form. Techniques of surface decorating, glazing, and firing of low-fire clay bodies will be taught. Lab fee.
25. Fiber: Surface Design

3 hours

Students are introduced to a variety of surface design processes including: batik, tie-dye, bleach-out, fabric painting and printing, and silkscreen. Lab fee required. Recommended prerequisite: Art 11.
26. Fiber: Construction

3 hours

The study of fiber manipulation using various loom and non-loom techniques. Recommended: Art 11. Lab fee.



- 27. Stained Glass** 1-3 hours  
A basic course in designing with art glass, including copper foil and lead came methods.
- 31. Drawing I** 3 hours  
A basic course in the fundamentals of drawing with an emphasis upon visual structure using various media.
- 32. Drawing Composition** 3 hours  
A study of more advanced techniques and problems in a variety of drawing media with an emphasis on the development of finished compositions.
- 33. Painting** 3 hours  
Basic instruction in the use of oil painting and other media with emphasis upon the visual problems of painting.  
**Prerequisite:** Art 31; **recommended prerequisite:** Art 11.
- 34. Printmaking** 3 hours  
Students are provided experience in four printmaking techniques: silkscreen, linoleum relief, collograph and monoprint. Lab fee required.  
**Recommended prerequisite:** Art 11.
- 47. Art Foundations I** 2 hours  
A discipline-based introduction to the nature and history of art including lectures, discussion, and studio production. This basic course is required for elementary education majors.
- 48. Art Foundation for Elementary Teachers II** 2 hours  
A basic introduction to elementary art education principles and practices with continued exploration of two and three dimensional art media and elementary applications. Course includes a six week team-teaching practicum experience. Lab fee required.  
**Prerequisite:** Art 47.
- 51 Art History: Renaissance to Impressionism** 3 hours  
A survey of the development of Western art from the Renaissance to Impressionism through lectures, slides and research.
- 52. Art History: Impressionism Through 20th Century** 3 hours  
A survey of the development of 20th century art through lectures, slides and research.
- 53. Art History: 20th Century Art** 3 hours  
A survey of the development of 20th century art history and criticism through lectures, slides and research.
- 59. Advanced Studio** 1-3 hours  
Expanded and advanced study in the area of the advanced student's choice. Student will work toward an exhibition and final portfolio. **Recommended:** Art 11.

## Department of Biology

The departmental courses in biology are intended to help the student acquire: 1: A knowledge of the basic principles of the biological sciences and some skill in the application of the scientific method to biological problems; 2. The necessary background for work in graduate or professional schools of medicine, dentistry, or biological science; 3. The biological background for certain professional careers such as teaching biology in secondary schools or working in industrial or sales positions requiring a knowledge of biology or chemistry.



Qualified biology and biology-chemistry majors may apply for part time employment as laboratory assistants or departmental aides. A list of available positions is posted in the Financial Aid Office at the beginning of each semester. Ordinarily these positions are open only to sophomore, junior and senior majors.

Interested and qualified majors in biology are encouraged to supplement their training in zoology or botany by field ecological work, marine or fresh water, in the taxonomic, embryological, and physiological areas, in any approved biological station. Fresh water and terrestrial field stations are operated by many midwestern colleges and universities. With prior consent of the department, credits received will be accepted here.

Students who plan to do graduate work in biology should do an independent study project (Bio 55) in order to gain insight and experience in biological research.

Laboratory fees: Biology 11, 12, 15, 16, 21, 22, 23, 25, 26, 32, 33, 36, 37, 42, 43, 44, 45, and 55.

### **Department Requirements:**

1. Biology 11-12 are prerequisites for all other courses in biology, except Bio 1, 3, 15, 16, 21, 22, 23.

2. The requirement for a MAJOR sequence in Biology is 36 hours in Biology, including Biology 25-26, 37, 42, and 20, 30, 40. Chemistry 11-12, 31-32, and Physics 21-22 are also required. The requirement for a MINOR sequence in Biology is any 18 hours of biology.

3. A group-major in Biology-Chemistry is offered for pre-professional students. The requirement is 54 hours of biology and chemistry in addition to eight hours of physics. Biology 11, 12, 20, 25, 26, 30, 37 and 40; and Chemistry 11, 12, 31, 32, 33, 42 are required. The additional hours may be chosen from the offerings in either department.

### **Suggested Program:**

1. Biology Major Freshman: Core 1-2; Bio 11-12; Chem 11-12; Mathematics 7 or 25; Computer Science. Sophomore: Core 3-4, Chem 31-32; Bio 25-26; Bio 20; CS or Statistics or Electives. Junior: Core 5-6; Core 7-8; Phys 21-22; Bio 30; or electives. Senior: Core 9-10; Bio 40; or electives.

2. Biology-Chemistry Major Freshman: Core 1-2; Chem 11-12; Bio 11-12; Computer Science or Statistics. Sophomore: Core 3-4; Chem 31-32; Bio 25-26; Bio 20; Elective. Junior: Core 5-6; Core 7-8; Phys 21-22; Bio 30, or electives; Chem 33. Senior: Core 9-10; Bio 40; Chem 42; or electives.

Biology-Chemistry majors are to observe carefully the required courses in the catalog. Some of these courses are offered only every other year. The student is, however, held responsible for meeting these requirements. Any student who has not had a high school algebra course should contact the Mathematics department to determine appropriate Math course to elect.

### **MAJOR PROGRAM IN MEDICAL TECHNOLOGY**

This program requires completion of three years of on-campus courses and a 12 month hospital education program accredited by the American Medical Association/Committee on Allied Health Education and Accreditation (CAHEA). The minimum requirements for admission to the hospital program are adopted by the AMA in collaboration with the American Society of Clinical Pathologists (ASCP) and the American Society for Medical Technology (ASMT) which sponsor the National Accrediting Agency for Clinical Laboratory Science (NAACLS). These are:



Chemistry: 16 hours: must include Chemistry 11-12 or equivalent (8 hours). Organic chemistry or biochemistry must be included.

Biology: 16 hours: must include Biology 11-12 or equivalent (8 hours) and microbiology. Immunology must be included either as a part of microbiology *or* as a separate course. In addition, for graduation the following requirements must be met: Core 1, 2, 3, 4, 7, 8, 9 and 10.

Major: 36 hours, includes credit for in-hospital training.

Minor: 18 hours, includes credit for in-hospital training.

Hours: 120, includes credit for in-hospital training.

Medical Technology Major Freshman: Core 1-2; Bio 11-12; Chem 11-12; Math; Statistics. Sophomore: Core 3-4, Bio 25, 36; Chem 31-32. Junior: Core 7-8; Core 9-10-; Bio 27, 43, 44; Computer Science; Elective. Senior: off campus training in Medical Technology School, usually 12 months.

In the early part of the junior year students should begin making application to hospitals for in-hospital training. All students are advised that completion of the three year on campus program does not guarantee admission into a school of medical technology. Admission is governed by Admissions Committees which are entirely hospital based. The number of places available is usually less than the number of applicants; therefore admission is competitive.

Saint Joseph's College is affiliated with the following hospitals: St. Margaret Hospital, Hammond, IN; Saint Mary Mercy Medical Center, Gary, IN; St. Vincent Hospital and Health Care Center, Indianapolis, IN.; Ball Memorial Hospital, Muncie, IN.

## PRE-DENTAL PROGRAM

The pre-dental program is designed to enable students to meet the entrance requirements of American dental schools. In addition the program will provide the necessary course work required to score well on the Dental Admission Test (DAT). While it is possible to apply for admission and be accepted with a non-science major, most pre-dental students major in Biology or the group major Biology-Chemistry.

The DAT is usually offered two times a year. In order to have a full set of credentials for consideration by admissions committees, the DAT should be taken in May of the junior year. The application procedure should be begun in the summer between the junior and senior year either by direct application or through AADSAS, American Association of Dental Schools Application Service. Materials for AADSAS application and DAT registration are available in the office of the Pre-Dental Advisor.

All pre-dental students are advised that completion of a pre-dental program at any college or university does not guarantee admission to a dental school. Admission is competitive and requires a GPA in the range of 3.25 and DAT scores over 16 in all test areas. Students should also be aware of residency requirements and special requirements which may be enforced by dental schools. These requirements are usually noted in the dental school handbook which is provided by each dental school with its application forms.

## PRE-MEDICAL PROGRAM

The pre-medical program is designed to enable students to meet the entrance requirements of medical schools approved by the American Medical Association or the American Osteopathic Association. In addition the program will provide the necessary course work required to score well on the Medical College Admissions Test. While it is possible to apply for admission and be accepted with a non-science major, most pre-medical students major in Biology or the group major in Biology-Chemistry.

The Medical College Admissions Test is usually offered two times a year. In order to have a full set of credentials for consideration by admissions committees, the Test



should be taken in May of the junior year. The application procedure should be initiated in the summer between the junior and senior year either as direct application or through AMCAS, American Medical College Admission Service. Materials for AMCAS application and registration for the MCAT are available from the Pre-Medical Advisor.

All pre-medical students are advised that completion of a pre-medical program at any college or university does not guarantee admission to a medical college. Admission is competitive and requires a GPA in the range of 3.5 and MCAT scores of 9 or higher on each subset. Students should also be aware of residency requirements and special requirements which may be enforced by medical colleges. These requirements are listed in a book which may be purchased from the American Medical Association entitled "Medical School Admissions Requirement." This book is revised each year.

### **PRE-VETERINARY MEDICINE PROGRAM**

The requirements for admission to a School of Veterinary Medicine are such that they can be met in two years of course work at most colleges and universities in the United States. They are usually quite similar to the standard courses taken in the freshman and sophomore year of a Biology or Biology-Chemistry major on this campus. Pre-veterinary students are asked to register as Biology or Biology-Chemistry majors when they first enter Saint Joseph's College.

During the first year of classes the pre-veterinary student should contact one or more veterinary schools to obtain a catalog and list of specific requirements. Upon receipt of these data the pre-veterinary student should meet with his or her advisor to plan the sophomore year courses. The courses elected will be those which will enable the student to meet the specific requirements of the veterinary school.

Because the number of applicants exceed the small number of places in the Schools of Veterinary Medicine in the United States, the GPA required to be competitive is high. The Schools of Veterinary Medicine require a Pre-Veterinary Admissions Test. Some require recommendation by a practicing veterinarian.

All pre-veterinary students are advised that completion of a pre-veterinary medicine program at any college or university does not guarantee admission to a School of Veterinary Medicine. Students should be aware of residency or special requirements which might be enforced by any of the Schools of Veterinary Medicine. These are usually noted in the catalog of each of the schools.

### **ASSOCIATE IN SCIENCE DEGREE IN BIOLOGY-CHEMISTRY**

The department offers a two-year Associate in Science degree. The purpose of the associate degree is to provide a two-year terminal program in the natural sciences with an emphasis in biology and chemistry. The program is designed to develop basic skills and familiarity with instruments and techniques which have a wide application in industry at the technician level. It is possible that completion of this program will prepare the associate degree holder for employment in the chemical industry, pharmaceutical drugs and medical sales area, or technician level environmental program operations.

The program will require a minimum of 60 semester hours credit to include Cores 1,2,3,4; Biology 11,12,36; Chemistry 11, 12, 31, an introductory math course (Algebra); Computer Science; an elementary statistics course; and electives from the natural science area or business administration.

A student who enters this program and then chooses to remain on campus for a bachelor's degree will have the basic courses to allow completion of the bachelor's degree in Biology, Chemistry, Earth Science, or Environmental Science.



Freshman		Sophomore	
Core 1	Core 2	Core 3	Core 4
Biology 11	Biology 12	Biology elective	Biology 36
Chemistry 11	Chemistry 12	Chemistry 31	Statistics
Math (Algebra)	Computer Science	Natural Science Elective	Business Administration Elective

**Teacher Education Requirements:**

Core 1,2,3,4,5,6,7,8,9;

Educ 10,14,21,43,77,81,99. *Teaching major in Biology:* Bio 01, 11,12,25,33,37; Chem 11-12,31-32; Math 25-26; (Physics 21 and 22 may substitute for Math 26.) and the college major in Biology. *Teaching minor in Biology;* Biol 11-12,25,33,37 and 9 hrs of electives in Biology.

**PRE-PHYSICAL THERAPY**

The Pre-Physical Therapy program is designed to enable students to meet the requirements for entrance into Physical Therapy schools at the Master’s degree level. The coursework required for the Biology-Chemistry group major, plus introductory courses in Psychology and Sociology and a statistics course will satisfy entrance requirements at most schools of Physical Therapy. It is also a pre-requisite at most Physical Therapy schools that the applicant have First-Aid and CPR certification, as well as work experience in health-care facilities.

Admission to Master’s Physical Therapy programs is highly competitive, so students with this goal need to maintain a high GPA throughout their undergraduate coursework. Students are strongly encouraged to work closely with a faculty advisor and to make contact with different schools of Physical Therapy during their freshman or sophomore years here to ensure completion of all prerequisite coursework for the particular school of their choice.

**COURSES IN BIOLOGY**

**01. Human Biology: Personal and Social Responsibility 3 hours**

Wellness problem solving in the areas of human nutrition, use and abuse of drugs and alcohol, sexuality, stress, natural and acquired immunity, human ecology, human genetics; life style, laboratory, and field teaching safety procedures. 3 class meetings per week may include lab work.

Cannot be counted for Biology, Biology-Chemistry, or Med-Tech majors.

**04. Biology for Elementary Teachers 3 hours**

A course designed to give teacher candidates the theoretical background and hands-on experience to work with materials appropriate to elementary school students. Cannot be counted for Biology, Biology-Chemistry, or Med Tech majors.

**NO PREREQUISITES. Offered every year.**

**11-12. Introduction to Biology 8 hours**

An introductory discussion of the concepts and methods of biology with stress on laboratory investigations to emphasize biology as a science of enquiry. The open-end type of laboratory allows students to develop areas of interest to their fullest capacity. This course is prerequisite to all other course offerings in Biology. Three lectures and one three-hour lab/recitation period each week. Offered every year.



**14. Introduction to Scientific Latin and Greek 1 hour**

A study of the elements of the Greek and Latin languages, together with their roots and the corresponding English derivations commonly used in biological, chemical, and medical sciences. One 90 minute lecture each week. Written exam given each class meeting. No final exam. Offered in semesters 932 and 952.

**15-16. Human Anatomy & Physiology for Nurses 6 hours**

This course is designed to study the structure and function of various cells, tissues, organs, and systems of the human body. An intensive course intended for nursing students only. Two lectures and one 2-hour laboratory each week. Offered every year. No prerequisites. Cannot be counted for Biology, Biology-Chemistry, or Medical Technology majors.

**20. Sophomore Seminar 1 hour**

An introduction to library search techniques and information retrieval systems. **REQUIRED FOR GRADUATION OF ALL SOPHOMORES MAJORING IN BIOLOGY OR BIOLOGY-CHEMISTRY GROUP SEQUENCE.** Offered every year.

**21-22. Human Anatomy and Physiology 6 hours**

An introductory course intended for physical education, primary education and psychology majors. The course is recommended for students preparing to teach health in high school. Two lectures and one two-hour lab period each week. Offered every year. No prerequisites. Cannot be counted for Biology-Chemistry or Medical Technology major.

**23. Microbiology for Nurses 4 hours**

This course consists of morphology, physiology, ecology, epidemiology, and genetics of microorganisms. Nutritional and cultural requirements. Relationship of microorganisms to infectious disease and principles of immunology. Laboratory emphasis on culturing techniques, methods of transfer, isolation, identification and staining techniques. Four one-hour lectures and three hours of laboratory each week. Offered every Spring session. Open to nursing students only.

**25. Comparative Vertebrate Anatomy 4 hours**

The study of type forms of different classes of vertebrates, from the viewpoint of the morphological and physiological relationships of the various organs and systems. Three lectures and one three-hour laboratory period each week. Offered every year.

**26. Embryology 4 hours**

Laboratory study of the developmental anatomy of frog and chick embryos. Lecture emphasis is placed on analysis of the processes of development and a study of elementary experimental embryology. Three lectures and one three-hour laboratory period each week. Offered every year.

**27. Human Medical Physiology 3 hours**

An in-depth study of the physiology of the human body, especially as demonstrated in medical conditions and medical lab tests. **REQUIRED** of med. tech majors. Cannot be used to replace Biology 21 or 22. Three one-hour lectures and one three hour laboratory period per week. Offered every year.

**Prerequisite: Bio 11-12.**

**30. Junior Seminar 1 hour**

Application of library research techniques to specific problems and the preparation of an annotated bibliography. **REQUIRED FOR GRADUATION OF ALL JUNIORS MAJORING IN BIOLOGY or BIOLOGY-CHEMISTRY GROUP SEQUENCE.** Offered every year.



**32. Invertebrate Zoology 3 hours**

A survey of invertebrate animals from the protozoa through the chordates. Emphasis is placed upon structural and functional adaptations of the major phyla and classes, along with their evolutionary relationships. One two-hour lecture and one three-hour laboratory per week. Offered only in semesters 932 and 952.

**33. Ecology and Conservation of Natural Resources 3 hours**

The study of organisms in relation to their environments with emphasis upon interrelationships among physical factors (light, temperature, and moisture), biogeochemical cycles, and biotic factors (trophic relationships, population dynamics, and interactions between species). Methods for conservation of resources, especially biological resources, are included. Three hours of class per week will include lectures and projects. Offered only in semesters 931 and 951.

**36. Biological Instrumentation (Chemistry 36) 3 hours**

A study and practical application of techniques and instrumentation commonly employed in biological research. Emphasis will be on technological instrumentation of both physical and chemical principles. Two two-hour laboratory-lecture periods per week. Offered only in 921 and 941.

**37. Genetics 4 hours**

A study of the general principles of heredity and the operation of hereditary factors in the origin and development of species and of individual traits. Three one-hour lectures and one two-hour lab per week. Offered every year.

**40. Senior Seminar 1 hour**

The organization and presentation of a research paper as part of a scientific area symposium. **REQUIRED FOR GRADUATION OF ALL SENIORS MAJORING IN BIOLOGY OR BIOLOGY-CHEMISTRY GROUP SEQUENCE.** Offered every year.

**42. Biochemical Physiology (Chemistry 42) 4 hours**

A study of the chemistry and properties of carbohydrates, amino acids, proteins, lipids and nucleic acids as they relate to cellular metabolism and organelles. Examination of molecular structure and active sites of some model enzymes systems and a study of intermediary metabolism and its control mechanisms are included. Three one-hour lectures and one lab each week. Offered every year.

**Prerequisites: Chemistry 32.**

**43. Microbiology-Bacteriology 4 hours**

This course concentrates on bacteria, covering structure, genetics, growth, control, and bacterial relationships to advanced organisms, e.g. symbiosis, parasitism, and disease. There will be an overview of bacterial roles in food, water and sewage treatment. There will also be a basic review of bacterial metabolism. Three lectures and one 2-hour lab each week. Offered every year.

**Prerequisite: Chemistry 32.**

**44. Microbiology-Immunology 4 hours**

This course concentrates on Immunology covering immune responses, immunochemistry, hypersensitivity, graft and cancer immunology, and modern use of immune agents. Structure, life cycles, classification and diseases of viruses and Eukaryotic microbes (fungi and protozoa) will be examined. Microbial roles in the environment will be examined. Three lectures and one 2-hour lab per week. Offered every year.



**45. Histology 3 hours**

The study of the microscopic structure of animal tissues with emphasis on human tissue structure. Microscopic examination of tissue slides to determine the internal identifying characteristics of cell types and their mode of organization into functional tissues and organs. Two one-hour lectures and one two-hour lab each week. Offered only in semesters 921 and 941.

**46. Animal Behavior 3 hours**

Types of animal behavior are studied in regard to their development, adaptive aspects, and evolution. Three hours of class per week will include lectures and projects. Offered every year.

**55. Research in Biology 1-3 hours****64. Plant Taxonomy 3 hours**

A study of the families and species of trees and wild flowers of the midwestern United States. Emphasis is placed upon collection and identification of native flora. Offered during the spring session.

## Department of Chemistry

The courses offered by the Department of Chemistry are designed for the student to attain: (1) knowledge and understanding of the basic concepts of chemistry and of basic instrumentation and analytic and synthetic methods used in chemistry; (2) knowledge and use of safety procedures and respect for hazardous chemicals and their interaction with the environment; (3) skills in problem-solving, accessing and organizing information, and communicating as a science professional; and (4) an appreciation of the importance of the field of chemistry in today's society.

Since these objectives are all included to some degree in every course, majors in other areas of science such as biology, geology, engineering, education, and nursing, as well as in chemistry, will be adequately prepared in terms of the supportive knowledge and skills needed for their respective areas of study.

Students who complete the pre-engineering program in chemical engineering at Saint Joseph's College may qualify for B.S. degree in chemistry from Saint Joseph's upon completion of requirements at another college or university.

### Departmental Requirements:

1. Chemistry 11-12 are prerequisites for all additional courses in chemistry. It is also required for the student majoring in chemistry to show credit in Mathematics 25, and 26, and in Physics 21-22.

2. The requirements for a major sequence in Chemistry is 36 hours, including Chemistry 31-32, 33-34, 45-46, and 47. The requirement for a minor sequence in Chemistry is 18 hours. Chemistry 33 is recommended.

3. The GROUP MAJOR in Biology-Chemistry consists of Biology 11,12,20,25,26,30, 40; Chemistry 11,12,31,32,33,42, and 12 additional hours chosen from the biology and chemistry offerings, in addition to eight hours of physics.

### Suggested Program:

1. Freshman students majoring in Chemistry take: Core 1-2; Chemistry 11-12; Math 25 or 26.

2. Requirements to be taken in the sophomore year are Chemistry 31-32, and Physics 21-22.

3. Students should see their faculty advisor prior to scheduling their junior and senior courses.



**Teacher Education Requirements:**

Core 1,2,3,4,5,6,7,8,9;

Educ 10,14,21,43,77,81,99. *Teaching major in Biology and Chemistry:* Biol 01,11-12,25,33,37; Chem 11-12,31-32; Math 25-26; College major in any of the sciences.

*Teaching minor in Chemistry.* Chem 11-12,31,32, and eight hours of upper-level electives.

**COURSES IN CHEMISTRY****1. Chemistry for Elementary Teachers 3 hours**

This course in theoretical as well as practical chemistry is designed for students intending to teach in elementary school. It does not satisfy the chemistry requirement for a major or minor in science. Two lectures and one two-hour laboratory period per week.

**11. General Chemistry 4 hours**

This course treats of the basic concepts of chemistry with practical application of these concepts in the laboratory. It is intended to build upon a foundation of high school chemistry. Three lectures and one 3-hour laboratory period per week.

**Prerequisite:** High school chemistry or the equivalent.

**12. General Chemistry 4 hours**

This course is a continuation of chemistry 11 or an equivalent. Three lectures and one 3-hour laboratory period per week.

**Prerequisite:** Chemistry 11.

**13. Introductory Chemistry 4 hours**

This course covers the principles and theories of chemistry for students who are not majoring in a natural science. It is preliminary to Chemistry 14 and may serve as a preparation for Chemistry 11. Three lectures and one 3-hour laboratory period per week.

**14. Introductory Organic and Biochemistry 4 hours**

This course is an introduction to the chemistry of organic compounds and biomolecules. It treats of the basic organic molecules and the biomolecules of carbohydrates, proteins, and lipids. A brief introduction to the nutrition involving these biomolecules is also presented. Three lecture periods and one 2-hour lab period per week.

**31. Organic Chemistry I 4 hours**

A study of the structure, naming, properties, and reactions of aliphatic and aromatic hydrocarbons. The material presented in the lecture will be supplemented by application studies in the laboratory with representative compounds. Three hours lecture and one 3-hour laboratory period per week.

**Prerequisite:** Chemistry 11 and 12.

**32. Organic Chemistry II 4 hours**

A study of the structure, naming, properties, and reactions of the functional groups of organic compounds. A study of these properties and reactions will be directed in the laboratory where spectroscopic methods will also be introduced. Three hours lecture and one 3-hour laboratory per week.

**Prerequisite:** Chemistry 31.

**33. Quantitative Analysis 4 hours**

A study of the theoretical principles upon which analytical methods are based. Included are a survey of the field of analytical chemistry and a detailed investigation of the standard methods. Volumetric and gravimetric experiments are carried out in the laboratory. Two lectures and two laboratory periods per week.

**Prerequisite:** Chemistry 11-12.



**34. Instrumental Methods of Analysis****4 hours**

A study of the principles of chemistry underlying the use of instruments in analysis and a survey of the field. The laboratory work consists of analyses carried out with representative instruments. Three lectures and one laboratory per week. Offered in the winter semester of odd-numbered years.

**Prerequisite:** Chemistry 33.

**36. Biochemical Instrumentation (Biology 36)****3 hours**

The study and practical application of techniques and instrumentation commonly employed in biochemical research and analysis. For non-majors in chemistry. One lecture and two-hour lab each week.

**42. Biochemical Physiology (Biology 42)****4 hours**

A study of the chemistry and properties of carbohydrates, amino acids, proteins, lipids, and nucleic acids as they relate to cellular metabolism and organelles. Examination of molecular structure and active sites of some model enzyme systems and a study of intermediary metabolism and its control mechanisms are included. Three one-hour lectures and one two-hour lab each week.

**Prerequisites:** Physics 22 and Chemistry 32.

**45-46. Physical Chemistry****8 hours**

A fundamental course based on the principles of physical chemistry. The role of energy in chemical reactions is treated both from the descriptive and the analytical viewpoints. Three lectures and one laboratory period each week.

**Prerequisites:** Chemistry 11-12, Mathematics 25,26 and Physics 21-22.

**47-48. Research in Chemistry****2 hours**

This is an individual research project on some special problems in chemistry. The student makes a thorough search of the literature and carries out the experiments needed to reach a conclusion. Progress reports are made and discussed with the faculty director.

**55. Independent Study****1-3 hour**

## COMMERCE DIVISION

The degree Bachelor of Business Administration may be granted in one of four concentrations: accountancy, finance, management or marketing. All candidates will take the College's Core Curriculum, a Common Body of Knowledge in the field of commerce, upper-level course work in the concentration, one of two minor options outside the area of commerce, and electives. See each concentration for specific requirements.

### The Common Body of Knowledge

All candidates for the B.B.A. must fulfill the following common requirements of 25 credit hours: Freshmen — Accounting 11-12, Business 11-12; Sophomores — Economics 23-24, Finance 23, Business 28.

### MINOR IN BUSINESS ADMINISTRATION

The commerce area offers, for the benefit of non-commerce majors, a complete minor program in Business Administration. It is comprised of the entire Common Body of Knowledge taken by commerce majors, without Statistics. Hence, this minor includes Accounting 11-12, Business 11-12, Economics 23-24, and Finance 23.



## CONCENTRATION IN ACCOUNTANCY

The Accounting Concentration provides the fundamental courses which are to prepare the student for entrance into the profession of accountancy, including public and private accounting practice or government service. Upon completion of this program of study, the student becomes eligible for the bachelor's degree in business administration, and may secure through experience and state examination the status of certified public accountant.

In the field of public accounting there are opportunities in municipal and private auditing, system design and installation, cost and tax work. Federal and state governments provide opportunities for accountants in a wide variety of activities, including income tax and other taxation, farm administration, banking, interstate commerce, and the like. In private accounting practice, thoroughly trained accountants have opportunities for advancement into executive, financial and auditing or cost accounting positions.

There are two routes available to those wishing to concentrate in accountancy, that of preparation for Certified Public Accountancy and that of General Accountancy.

### Departmental Requirements:

1. For those concentrating in preparation for Certified Public Accountancy, in addition to the Common Body of Knowledge requirements include Accounting 23-24, 31-32, 33-34, 35-36, 45-46, 47 and 54.

2. In addition to the Common Body of Knowledge, those in General Accountancy must take Accounting 31-32, 33, 35-36, 45 and 47.

3. Both concentrations require either a minor of 18 credit hours, in a field outside the commerce area, or a block of 15 credit hours in non-commerce courses. These latter are to be selected with the advice of the departmental faculty.

4. A group major in Accounting-Finance requires the following: The Common Body of Knowledge; Accounting 31-32, 33, 35-36, 45 and 47; Finance 33, 36, 48 and six hours elected from 43, 44 or 50.

5. A group-major in Finance-Accounting requires the following: The Common Body of Knowledge; Finance 33, 34, 36, 44, 48 and 50; Accounting 31-32, 33, 35-36 and 45, 47. Three additional hours in finance or accounting can be determined in consultation with the student's major professor.

6. A group major in Accounting-Information Systems requires the following: Accounting 11-12, 31-32, 33, 35-36, 45 and 47. Computer Science 11, 12, 22, 31, 40, 41, 44 and a computer science elective from those counting towards a major in computer science; and three additional hours in accounting or computer science to be determined in consultation with the student's advisor.

7. The requirement for a minor sequence in Accounting is eighteen hours including Accounting 11-12, 31-32, 33, and three elective hours.

### Suggested Program: Accountancy

1. Freshmen take Cores 1-2, Accounting 11-12; Business 11-12; and two non-commerce electives.

2. Sophomores take Cores 3-4, Economics 23-24; Business 28; Finance 23; and Accounting 31-32.

3. Juniors take Cores 5-6, 7-8; Accounting 33, 35-36 and a non-commerce elective. Those in Certified Public Accountancy also take Accounting 23-24, 34.

4. Seniors take Core 9-10; Accounting 45, 47; and two non-commerce electives. Those in Certified Public Accountancy also take Accounting 46 and 54.



**COURSES IN ACCOUNTING****11-12. Principles of Accounting****6 hours**

A fundamental course in accounting. The course is presented so that the student is properly prepared in the theory and techniques of accounting that are necessary for advanced accounting courses. Emphasis is placed on the solution of accounting problems.

**23-24. Business Law (Pol. Sci. 26-27)****6 hours**

This course is designed to acquaint the student with those phases of law most frequently met in business. The selected areas of study include contracts, negotiable instruments, agency sales, partnerships, corporations, property and torts.

**Prerequisite for Accounting 24: Accounting 23.**

**31-32. Intermediate Accounting****6 hours**

An investigation into the form and theory of financial statements with emphasis on the theory and practice of accounting for assets, liabilities and corporate capital accounts. Theory and techniques of recognizing revenues and expenses, including the time value of money are studied as the various assets and liabilities are covered. Familiarity with current events in the financial world is required for intelligent class discussion.

**33. Cost Accounting****3 hours**

A study of the basic terminology, concepts, and techniques of cost determination. Job order, process, and standard cost systems are explored through the medium of problems.

**34. Advanced Cost Accounting****3 hours**

This course is designed to familiarize the student with analytical interpretation of cost data. The areas of budgetary controls, direct costing, cost-volume relationships, and variance analysis are given special consideration.

**Prerequisite: Accounting 33.**

**35-36. Advanced Accounting****6 hours**

Advanced partnership accounting problems and special transactions resulting from foreign currency translations are considered. Special emphasis is placed on the preparation of consolidated statements of financial condition and income. Consideration is also given to statements required of fiduciaries and to governmental accounting problems, as well as the statement of cash flow.

**37. Auditing Practicum****1 hour**

The course involves an auditing practice set or other project that should give the student the basic outlook, professional attitude, and skills required by an auditor.

**Prerequisite: Acct. 31-32.**

**43. Pro-Seminar in Accounting Theory****3 hours**

An introduction, by means of directed reading and individual projects, to the methods of accounting research and the theory of accounts.

**45-46. Income Tax Accounting****6 hours**

This course is designed to familiarize the student with the federal income tax laws by means of lectures and practical problems. It is devoted to an intensive study of the income tax laws as they apply to individuals, partnerships, and corporations.

**47. Auditing****3 hours**

This course recognizes that dependable financial information is essential to the very existence of our society. The need for independent auditors to attest to the basic financial statements follows from this recognition. Professional competence and integrity as an auditor is developed in the student through exposure to the theory and techniques applied in an audit.



**54. C.P.A. Review****3 hours**

This course provides an intensive and comprehensive review of accounting. It is designed to help prepare students to take and successfully pass the uniform Certified Public Accountants' examination. Areas covered include: intermediate, advanced, theory, cost, auditing, income tax, quantitative methods, and business law. A mock, mini-C.P.A. examination is given at the end of the course.

**55. Independent Study****1-3 hours****90. Internship****3 hours**

This course is designed to allow qualifying students to actually work off-campus for a professional accounting firm. These senior students apply the technical skills acquired in prior accounting courses to the actual accounting situations of the firm's clients. The student is also expected to act professionally in social situations with firm and client personnel. The Core program, with its emphasis on current events, ethics, and values, should allow the student to assume this responsibility with ease. Achievement will be based upon the periodic and final written reports of the intern and an evaluation of performance by the firm.

**CONCENTRATION IN FINANCE**

The Finance concentration provides academic training in financial analysis and management. Courses offered give the student a general foundation in the acquisition and control of the finances of the national and multinational corporation. The Finance concentration is designed for securing positions in institutions such as banks and investment firms, and the financial regulatory agencies of the federal and state governments.

**Departmental Requirements:**

1. For the concentration in Finance, in addition to the Common Body of Knowledge, requirements include Finance 33, 34, 36, 40 (or Accounting 31), 43, 44, 48 and 50 and Econ 35.

2. A minor of 18 credit hours in a field outside the commerce area, or a block of 15 credit hours in non-commerce courses is required.

3. A group-major in Finance-Accounting requires the following: The Common Body of Knowledge; Finance 33, 34, 36, 44, 48 and 50; Accounting 31-32, 33, 35-36 and 45, 47. Three additional hours in finance or accounting can be determined in consultation with the student's major professor.

4. A group major in Accounting-Finance requires the following: The Common Body of Knowledge; Accounting 31-32, 33, 35-36, 45 and 47; Finance 33, 36, 48 and six hours elected from 43, 44 or 50.

5. A group-major in Finance-Information systems requires the following: Accounting 11, 12; Econ 23, 24; Finance 23, 33, 34, 36, 40, 48, and 50; Computer Science 11, 12, 22, 31, 40, 41, 44 and a computer science elective from those counting towards a major; Business 28; and nine additional hours in finance or computer science to be determined in consultation with the student's advisor.

6. A group-major in Economics-Finance is available to students. A description of the requirements for this program is found under the offerings of the Department of Economics.

7. The requirement for a minor sequence in Finance is eighteen hours including Finance 23, 33 and 36.

**Suggested Program: Finance**

1. Freshmen take Cores 1-2; Accounting 11-12; Business 11-12; and two non-commerce electives.

2. Sophomores take Cores 3-4; Economics 23-24; Finance 23 and 33; and Economics 28.



3. Juniors take Cores 5-6, 7-8; Finance 36 and 40; and two non-commerce electives.

4. Seniors take Core 9-10; Finance 43, 44, 48 and 50; and one non-commerce elective.

## COURSES IN FINANCE

### 21. Personal/Family Finance 3 hours

This course is designed to assist the young person or young family in making sound financial decisions relative to the principles and practices of: budgeting, installment purchasing, using saving institutions such as banks or saving and loan associations, the wise purchasing and financing of a home, purchasing life and automobile insurance, preparing a will, estate planning, and purchasing common stocks. *No background in Accounting or Finance is required, and the course is open to all students regardless of their major field of study.*

### 23. Principles of Finance 3 hours

A fundamental course in finance. The course is presented so that the student may obtain an overview of corporate finance, investment theory and the American financial system. The theories and techniques of financial reasoning are stressed. (Required.)

### 33. Corporation Finance I 3 hours

A study of the financial problems involved in organizing and managing the corporate finance function. Topics covered include the financial aspects of value, risk, financial analysis, management of fixed assets and capital budgeting. Problem solving supplements lectures.

### 34. Corporation Finance II 3 hours

A continuation of Finance 33. Part II includes the financial aspects of market efficiency, dividend policy, debt financing both long and short term, mergers, pensions and financial planning, control and evaluation. Problem solving supplements lectures.

### 36. Investment Analysis 3 hours

This course is designed to familiarize the young person with techniques necessary to make sound financial decisions when contemplating the purchase of common stocks. Included are the treatment of investment objectives, investment institutions such as the organized stock exchanges and over the counter markets, sources of investment information, and the formation of appropriate investment policies for individuals and families. The traditional risk approach to investment analysis is used with the major semester project being an in-depth security analysis.

### 38. Portfolio Theory 3 hours

An analysis of current theory and practical construction of efficient portfolios. CAPM as well as other theories will be reviewed during this course. Combinations of assets and their associated risk-reward frontiers will be analyzed using computer assisted analysis where practical.

### 40. Financial Analysis and Control 3 hours

A study of the character and importance of the respective items in financial statements with critical analysis and interpretation of statements of business enterprises. With the knowledge gained from the foregoing, estimating income and expense, profit-planning and control, measuring operating efficiency, and enforcing budgets are reviewed.

**Prerequisite:** Finance 33.

### 43. The American Financial System 3 hours

A critical study dealing with the institutional framework of the economy by which savings and credit are made available to business, consumers, and the government, together with an analysis of the impact of the various flows of funds on the total



economy. Among the institutions covered are: federal financial institutions, commercial banks, savings and loan associations, insurance companies, investment and pension funds, investment banking, and the money and capital markets.

**44. International Finance (Economics 44) 3 hours**

This course encompasses the financial problems which arise in the conduct of foreign trade and other international transactions. The topics covered include: international payment systems, foreign exchange controls, variation of exchange rates, methods of financing imports and exports, balance-of-payments analysis, international financial institutions and capital markets, and problems of international liquidity.

**47. Advanced Securities Analysis 3 hours**

Options on stocks, as well as Stock Index futures and their options, are analyzed, along with interest rate options in a risk reduction approach to investment Management. Computer applications are used throughout the course.

**48. Problems of Financial Management 3 hours**

This course presents a series of comprehensive financial problems by which it is intended to perfect the student's ability to utilize the methods and techniques of financial analysis and management acquired in previous courses. The case method is used throughout the semester.

**50. Seminar in Finance 3 hours**

A general seminar which includes financial problems peculiar to business finance, investment management, and bank management. The content depends on current developments in finance. In general, financial problems are examined both from the viewpoint of business management and that of the economic system. The ethical-historical approach is utilized.

**55. Independent Study 1-3 hours**

## **CONCENTRATION IN MANAGEMENT**

The Management curriculum at Saint Joseph's College emphasizes the art and science of management. It involves the coordination of human and physical resources toward an objective or goal, the aspects of getting things done through others, and the utilization of models that bring about efficient and effective performance. Therefore, the student who elects to concentrate in management will be preparing to assume a position of responsibility in a wide variety of profit or non-profit organizations. The student will be guided by the curriculum designating concentration requirements listed below.

### **Departmental Requirements: Management**

1. In addition to the Common Body of Knowledge, requirements include Business 21, 22, 32, 35, 41, 42, 43.

2. Students majoring in Management are required to take Math 8 or a higher level Math course, but NOT Math 12. Students concerned about their mathematical skills are strongly recommended to take Math 7 before Math 8. Math 7 is a non-commerce elective.

3. A minor of 18 credit hours in a field outside the commerce area or a block of 15 credit hours in non-commerce courses is required.

4. A minor in Management requires Accounting 11, Business 11 and 12, and an additional 9 hours in Management to be selected from Business 21, 22, 28, 35, 39, 41, 42, 43 and 45.

5. The following courses are strongly recommended for all management majors as electives: CS 2, CS 4, and CS 25.

6. Students with a concentration in Accountancy or Finance desiring a Management minor are required to take 18 hours from the following: Business 21, 22, 35, 39,



41, 42, 43, 45 and 90. Does not replace the non-commerce block nor non-commerce minor.

7. Students with a concentration in Accountancy or Finance desiring a Management major are required to take 7 courses from the following: Business 21, 22, 32, 35, 39, 41, 42, 43, 45 and 90.

8. Group majors in Music-Business require the Common Body of Knowledge, 18 credit hours in Business courses and 21 credit hours in music courses.

FRESHMAN		SOPHOMORE	
I	II	I	II
Core 1 6____	Core 2 6____	Core 3 6____	Core 4 6____
Bus 11 3____	Bus 12 3____	Econ 23 3____	Econ 24 3____
Acct. 11 3____	Acct. 12 3____	Math or	Bus 22 3____
Comp Sc. 2	Comp Sc. 2	Non-commerce	Bus 28 3____
and 4 OR Non-	and 4 or Non-	elective 3____	
commerce	commerce	Bus 21 3____	
elective 2-3____	elective 2-3____		
Freshman Sem 1			
15-16____	14-15____	15____	15____
JUNIOR		SENIOR	
I	II	I	II
Core 5&7 6____	Core 6&8 6____	Core 9 6____	Core 10 3____
Bus 35 3____	Bus 32 3____	Bus 41 3____	Bus 42 3____
Bus 39 or	Non-commerce	Bus 43 3____	Bus 44 or
elective 3____	elective 3____	Elective 3____	elective 3____
CS 25 or	Fin 23 3____		Non-commerce
Non-commerce			elective 3____
elective 3____			
15____	15____	15____	12____

CONCENTRATION IN MARKETING

Marketing is the business function concerned with the flow of goods and services from the producer to the consumer. The marketing process provides an efficient way for enlightened producers to meet the needs of informed consumers. Primarily marketing activities include providing the right product, promoting it properly, selling it at the right place, and distributing it effectively.

Marketing at Saint Joseph’s College is designed to allow students to develop their abilities to recognize and define marketing problems and solve them creatively. The marketing curriculum is career-oriented to enhance the student’s early entry into the field of marketing.

Departmental Requirements: Marketing

1. In addition to the Common Body of Knowledge, requirements include Business 21, 31, 32, 36, 41, 42, and 43.

2. Students majoring in Marketing are required to take Math 8 or a higher level Math course, but NOT Math 12. Students concerned about their mathematical skill are strongly recommended to take Math 7 before Math 8. Math 7 is a non-commerce elective.



3. A minor of 18 credit hours in a field outside the commerce area, or a block of 15 credit hours in non-commerce courses is required.

4. A minor in Marketing requires Accounting 11, Business 11 and 12, and 9 additional hours of Marketing courses to be selected from Business 21, 28, 31, 32, 36, 41, 43, 44 and 45.

5. The following courses are strongly recommended for all marketing majors as electives: CS 2, CS 4, and CS 25.

6. Students with a concentration in Accountancy or Finance desiring a Marketing minor are required to take 18 hours from the following: Business 21, 31, 32, 36, 41, 42, 43, 44, 45, and 90. Does not replace the non-commerce block or non-commerce minor.

7. Students with concentration in Accountancy or Finance desiring a Marketing major must take 7 courses from the following: Business 21, 31, 32, 36, 41, 43, 44, 45, and 90.

FRESHMAN				SOPHOMORE			
I		II		I		II	
Core 1	6____	Core 2	6____	Core 3	6____	Core 4	6____
Bus 11	3____	Bus 12	3____	Econ 23	3____	Econ 24	3____
Acct 11	3____	Acct 12	3____	Math or		Bus 28	4____
Comp Sc 2 and		Comp Sc 2 and		Non-commerce		Fin 23	3____
4 or Non-		4 or Non-		elective	3____		
Commerce		Commerce		Bus 21	3____		
elective	2-3____	elective	2-3____				
Freshman Sem 1							
<hr/>		<hr/>		<hr/>		<hr/>	
15-16____		14-15____		15____		16____	
JUNIOR				SENIOR			
I		II		I		II	
Core 5&7	6____	Core 6&8	6____	Core 9	6____	Core 10	3____
Bus 31	3____	Bus 32	3____	Bus 41	3____	Bus 42	3____
Bus 39 or		Bus 36	3____	Bus 43	3____	Bus 44 or	
elective	3____	Bus 22 or		Elective	3____	elective	3____
CS 25 or		elective	3____	Elective	3____	Non-commerce	
Non-commerce						elective	3____
elective	3____					Non-commerce	
						elective	3____
<hr/>		<hr/>		<hr/>		<hr/>	
15____		15____		18____		15____	

**General Requirements for BBA in Management or Marketing**

Core requirements	45 hours
Common Body of Knowledge	25 hours
Major concentration	21 hours
Courses required out of the Commerce Area	
Finite Math or a higher level math course	3 hours
Open electives	12-15 hours
Non-commerce electives (possible minor)	15-18 hours
120 hours required for graduation	
124 hours required in all teacher training programs	
2.00 cumulative index required for graduation	
2.00 cumulative index required in major	
2.00 cumulative index required in the Common Body of Knowledge	
The last thirty hours must always be taken in residence.	



**Teacher Education Requirements:**

Core 1, 2, 3, 4, 5, 6, 7, 8, 9; Educ. 10, 14, 21, 43, 77, 87, 99, Acct. 11-12, 23, or 24; Bus. 10, 11, 12, 20, 22; Finance 23; Econ 23-24, 28. Computer Science 07, 11-12. Elect 3 hours Acct 30 or above. College major in Management, Marketing, Accountancy, Finance, or Economics.

**Bachelor of Science degree In Management/Marketing-Information Systems**

The Group Major of Management-Marketing Information Systems introduces the student to fundamentals, concepts, and techniques necessary for the development and operation of information systems for decision making. The student will receive a background in the role and operation of management-marketing information systems in organizations.

The graduate of this concentration will have the opportunity to become knowledgeable about the concepts and techniques of computerized information systems to accomplish this increasingly important function more effectively and more efficiently. The student will be guided by the curriculum designating concentration requirements below.

**Departmental Requirements: Management/Marketing-Information Systems**

- 1. The Common Body of Knowledge.
- 2. Business 21, 32, 35, 41, and 42.
- 3. Accounting 33 and 34.
- 4. Computer Science 11, 12, 22, 31, 40, 41, 44, and a CS elective.

FRESHMAN				SOPHOMORE			
I		II		I		II	
Core 1	6____	Core 2	6____	Core 3	6____	Core 4	6____
Bus 11	3____	Bus 12	3____	Acct 33	3____	Acct 34	3____
Acct 11	3____	Acct 12	3____	Fin 23 or	3____	Bus 28	4____
CS 11	3____	CS 12	3____	Bus 28	3____	or Fin 23	3____
				CS 22	3____	CS elective	3____
<hr/>		<hr/>		<hr/>		<hr/>	
15____		15____		15____		15-16____	
JUNIOR				SENIOR			
I		II		I		II	
Core 5&7	6____	Core 6&8	6____	Core 9	6____	Core 10	3____
Bus 21	3____	Bus 32	3____	Bus 41	3____	Bus 42	3____
Econ 23	3____	Econ 24	3____	Bus 35	3____	Elective	3____
CS 31	3____	CS 44	3____	CS 41	3____	Elective	3____
						CS 40	3____
<hr/>		<hr/>		<hr/>		<hr/>	
15____		15____		15____		15____	

**Bachelor Degree In International Commerce and Global Studies (B.A., B.B.A., or B.S.)**

The group major of International Commerce and Global Studies effects pervasive student development through a rigorous curriculum which encompasses the foundations of the Common Body of Knowledge (CBK) of Business, the upper level management and marketing offerings and the complementarity of the International Studies

Program. This will effect the finest and most solid graduate with cultural awareness, global perspective and managerial knowledge and skills.

This curriculum is designed to provide an answer to the needs of the international, global, transnational businesses and organizations into the Twenty-first Century. The student selecting this Group Major will be enhanced through the additional requirements of a foreign language giving them the prowess of immediately entering the complex, dynamic world of tomorrow.

The requirements for this degree program (B.A., B.S., or B.B.A.) are the following:

- 1. The Core Curriculum (45 hours)
- 2. The Common Body of Knowledge and one math course (28 hours)
- 3. Competency in a foreign language at the intermediate level (6-18 hours)
- 4. A total of 42 hours in major courses:  
    BUS 21, 31, 32, 39, 41, 42, 43, and 44;  
    ECON 39; Fin 44  
    Four courses selected as follows:  
        one course out of GEOL 24 or 32  
        one course out of POL SCI 22, 43  
        one course out of SOC 12, or PSYCH 10  
        a second course from any of the above areas or a Core (7/8 variable content)

Suggested program for freshmen:  
Core 1, BUS 11, ACCT 11, foreign language, elective;  
Core 2, BUS 12, ACCT 12, foreign language, elective.

FRESHMAN				SOPHOMORE			
I		II		I		II	
Core 1	6____	Core 2	6____	Core 3	6____	Core 4	6____
Bus 11	3____	Bus 12	3____	Econ 23	3____	Econ 24	3____
Acct 11	3____	Acct 12	3____	Bus 17	3____	Geo 32 or	
Pol Sci 22	3____	Soc 12	3____	Bus 21	3____	24	3____
		CS 02	1____	Fr Lan	3____	Fr Lan	3____
CS 01	1____						
Fr. Sem	1____						
<hr/>		<hr/>		<hr/>		<hr/>	
17____		16____		18____		15____	
JUNIOR				SENIOR			
I		II		I		II	
Core 5	3____	Core 6	3____	Core 9	6____	Core 10	3____
Core 7	3____	Core 8	3____	Bus 41	3____	Bus 42	3____
Bus 31	3____	Bus 32	3____	Bus 43	3____	Pol Sci	
Bus 39	3____	Bus 44	3____	Econ 39	3____	43 or 44	3____
Fin 23	3____	Fr Lan	3____	Fr Lan	3____	Fin 44	3____
Fr Lan	3____					CS 04	1____
						Fr Lan	3____
<hr/>		<hr/>		<hr/>		<hr/>	
18____		18____		18____		16____	

ASSOCIATE DEGREES

Business Information Management

The purpose of this two-year Associate in Science Degree in Business Information Management is to prepare graduates who have a solid grounding in the liberal arts and who will have the skills to solve business problems via creative application of



software packages. The hours required in Commerce division courses will give students the opportunity to learn the rudiments of the operation of a modern business organization, and the hours in Computer Science will expose them to information processing methods in the business environment.

FRESHMAN				SOPHOMORE			
Core 1	6	Core 2	6	Core 3	6	Core 4	6
Acct 11	3	Acct 12	3	CS 12 or 41	3	Bus 40/	
Bus 11	3	Bus 12	3	Econ 23 or	3	CS 40	3
CS 10	3	CS 11	3	or Econ 28	4	Fin 23	3
				Bus 10	3	Bus 25/	
						CS 25	3
<hr/>		<hr/>		<hr/>		<hr/>	
15		15		15-16		15	

COURSES IN MANAGEMENT – MARKETING

10. Business Software 3 hours

An integrated 3-module course containing an introduction to computer hardware and software, with emphasis on MS-DOS fundamentals and word processing. Spreadsheets and business graphics with Lotus 1-2-3 are covered in the second module. Finally, database management and data communication in a networked environment are treated in the third module.

11. Principles of Management 3 hours

The purpose of this course is to present a carefully organized system of concepts by which the basic meaning and the universal principles of management can be grasped. This course is limited to a treatment of that body of fundamental principles which underlies all management regardless of type or size of business. A study of the structure of industry in the U.S., the objectives and means of a business enterprise, the functions of business, the environment of a business, the purpose and methods of management, administrative decision making and functions of management.

12. Principles of Marketing 3 hours

A study of the structure and process of marketing with emphasis upon the manner in which marketing distributes economic resources and stimulates demand. Consumer, industrial and government markets are analyzed and the resources of the economy are reviewed from the standpoint of the marketing problems they present. The organization of marketing is described with special attention devoted to channels of distribution and the various types of retailers and wholesalers. Descriptive cases and commodity analyses are used throughout the course.

20. Organizational Communication 3 hours

An overview of the process of communication within organizations. Specifically, attention will be given to the functional and cultural perspective of organizational communication. Course content includes a discussion of informational flow, vertical and horizontal communication, linking pins, communication climate, systems theory, story-telling, and communication principles and applying them to common organizational situations.

21. Sales Management 3 hours

A study of the managerial functions of the sales manager, with particular reference to problems involved in investigations of marketing, planning and the sales effort, management of sales and service personnel, and control of the sales operations. The preliminary part of the course is devoted to a study of the principles and techniques

of personal selling. This involves examination of the various aspects of selling such as: development of psychological rapport with prospects, organization of prospecting activities, analysis of public relations problems.

**Bus. 12 is recommended.**

## **22. Human Resource Management 3 hours**

An introduction to management oriented approaches to the problems of managing people in organizations. Major topics include: recruitment selection, training, motivation, collective-bargaining, appraisal systems, compensation, employee benefits and services, organizational communications considered from an organizational perspective.

## **23. Buyer Behavior 3 hours**

An analysis of the psychological, social, and economic influences that affect attitude formation and decision-making processes of industrial and household consumers. Emphasis will be placed on current findings from the behavioral sciences and the research procedures and tests commonly used in gathering psychographic data. (Spring session only)

## **25. Advanced Computer Applications (CS25) 3 hours**

This course provides the student with the opportunity to apply computer software packages to appropriate projects. Software packages may include spreadsheets, graphics, database management, desk top publishing, communications and project management. The emphasis will be on applying the software packages to the management of information and problem solving in business.

**Prerequisite: CS 10, or CS 11, or consent of instructor.**

## **28. Elementary Statistics (Economics 28) 4 hours**

An introduction to the fundamentals of modern statistics. Topics to be considered include the following: descriptive statistics, frequency distributions, measures of location, measures of variation, probability and decision-making problems of estimation and tests of hypotheses, linear regression, correlation, and time series analysis. Emphasis on the interpretation and use of statistical analysis in business and economic problems is integrated with an introduction to state-of-the-art computer software designed to provide relevant statistical calculations.

**Prerequisite: Math 8 or a higher level math course, not math 12.**

## **30. Small Business Management 3 hours**

This course is aimed at the student interested in starting and operating his own small business. It will emphasize those problem areas axiomatic of small enterprises rather than large corporations. Materials, films and lectures from the Small Business Administration will be used extensively. (Spring session only)

## **31. Advertising: Principles and Procedures 3 hours**

A study of the role of advertising in the marketing structure and as a marketing tool or the individual firm. Consideration is given to the character of demand as seen by the individual firm and the opportunities for modifying it through the use of advertising. Content of the course includes an analysis of buying motives, social forces involved in consumer behavior, measurement of the market potential, determination of proper advertising budgets, media allocations, and the devices used to measure the effectiveness of advertising campaigns.

**Bus. 12 is recommended.**

## **32. Marketing Research 3 hours**

The use of scientific methods by business in gathering and utilizing marketing data in the efficient selling of merchandise. An analysis of selling and price and product problems that market research may assist in solving; research questionnaire building and methods of sampling; a survey of problems that a division of marketing is likely



to face; analysis of markets through company records, published sources and original investigation.

**Prerequisite: Bus. 12 and 28.**

**33. Principles of Insurance 3 hours**

Assuming no prior knowledge of insurance, this course is aimed at the student interested in the area of insurance, either for personal use or career possibilities. It will emphasize life insurance, health insurance, major property and liability insurance contracts. (Spring session only)

**35. Production/Operations Management 3 hours**

The study of the fundamentals of the functional areas in production/operations. The decision making process as related to product planning, demand, forecasting, production/inventory, scheduling and control, purchasing, quality control and improvement, productivity and control and maintenance. The essentials of qualitative analysis will be employed to facilitate decision making.

**Prerequisite: Bus. 28.**

**36. Direct Response Marketing 3 hours**

An analysis of the new and growing marketing system of direct response. Direct response marketing includes the total activities by which products and services are offered to market segments in one or more media for informational purposes, the solicitation of a direct response from a present or prospective customer, or a contribution by mail, telephone or other means of access.

**Bus. 12 is recommended.**

**37. Principles of Real Estate 3 hours**

The objective of this course is to acquaint the student with the fundamental principles of real estate that are involved in the ownership and transfer of real property interests. (Spring Session only)

**39. International Business & Multinational Operations 3 hours**

Comparative management practices around the world; international business behavior and problems confronting multinational executives and corporations; analysis of corporate structures and operations in foreign environments. Study of management functions, organizations, structures, policies, operations, and multinational practices and global strategies.

**Prerequisite: Permission of Instructor.**

**40. Information Systems (CS 40) 3 hours**

Provides background by defining and explaining technical, behavioral, economical, and organizational concepts relevant to information needs for decision making. Introduces the student to financial, technical, and strategic planning information systems. Design, planning, organizing, and controlling user services and managing systems are key elements of this course.

**Prerequisite: CS 10 or CS 11 and Junior Standing**

**41. Managerial Decision-Making 3 hours**

A course designed to present an organized and integrated approach to the managerial decision-making process. Emphasis will be placed on the following topics: the nature of the decision-making process; the stages of decision-making; the use of premises in decision-making; decision and implication; validating forms for decision-making; planning and decision-making; organizing for effective decision-making; controlling and decision-making; operations research; application of quantitative methods to the solution of business problems; and the implementation of decisions. Problems will be presented to give the students practice and guidance in arriving at valid decisions.



**42. Seminar in Administrative Policy****3 hours**

This course is designed to give students practice in policymaking thereby enhancing their ability to identify, analyze, interpret and evaluate business policies, especially those of large corporations. Through the study of actual business situations, the student will learn to diagnose a company's policy decisions. Cases are selected from a variety of industries to emphasize the universality of management problems and to give the student a facility for solving problems wherever they may develop. An attempt will be made to focus previously gained knowledge of accounting, finance, management, marketing and economics upon such matters as organization, administration, procurement, production, sales, labor, financial and expansion policies.

**43. Marketing Management****3 hours**

A study of the marketing problems of the firm approached from a management point of view. Emphasis is placed on the development of the student's ability to analyze marketing situations, identify problems, determine solutions, implement corrective action, and plan strategy. The student learns how the marketing management functions of merchandising, channel selection, determination of brand policy and price policy, sales promotion, advertising and personal selling integrate to produce an effective marketing program.

**44. International Marketing****3 hours**

Examines legal, economic, and cultural factors influencing marketing abroad. Commercial policies, practices, and techniques needed to locate and evaluate foreign markets, as well as the problems of pricing, promoting, and distributing products in international markets.

**Prerequisite:** Permission of Instructor.

**45. Seminar in Free Enterprise****1 hour**

The purposes of the seminar is to enhance understanding of the American Free Enterprise System. Students will develop projects to increase public awareness and understanding of economic problems facing our competitive system in global markets today. Business executives will act as advisors. A team of students will compete at a regional competition annually sponsored by SIFE International.

**55. Independent Study****1-3 hours****90. Business Internship****3 hours**

Selected students in business will be given three credit hours for completion of a summer internship period with a business firm. The student will be required to make a written report every two weeks on the activities that he or she has been involved in. A major paper will be submitted at the end of the internship covering different activities and projects that the intern participated in, as well as an analysis of the corporation's operations and any suggestions that the student would like to make. Also, a one-hour presentation will be given to an appropriate marketing class so that the student can share his or her experience with other students in the major.

## PROGRAM IN ENTREPRENEURSHIP

Education in the discipline of Entrepreneurship is characterized by its multidisciplinary base. While it draws from the traditional business disciplines of marketing, management, accountancy, finance and information systems, it examines and studies associated disciplines in an integrative fashion. The discipline of Entrepreneurship shares the characteristics of a traditional *art* and a contemporary *science*; it demands the creativity of the divergent thinker and the precision of the convergent, educated business mind. The creative thinking and innovation taught and practiced in the discipline is fostered by establishing an environment in an educational setting that allows



freedom of thought and problem solving in complex settings. It is clearly an applied discipline; conceived and mastered in the business world, and presented in a structured fashion in the classroom.

## MAJOR AND MINOR

The entrepreneurship major provides the fundamental coursework to prepare the student for entrance into any creative/innovative business setting. Coursework is geared for the student interested in self-employment, new business development, arbitrage opportunities and venture business development. Coursework in the ENT courses typically begins in the sophomore year. Completion of the major allows the student the option of the BS or BBA degree.

### MAJOR (128 credits)

#### COMMERCE COURSES

36 cr Entrepreneurship (18 cr)  
(ENT 23,24,33,34,43,44)

AND

18 cr Business Law, Sales, Human Resource Mgt.,  
Dec. Making, Dir. Resp. Marketing, Tax Accounting  
(Bus 21,22,41 and Acct 21,43)

25 cr Common Body of Knowledge (Business)

#### NON-COMMERCE COURSES (suggested)

45 cr Core

6 cr Computer Science, Mathematics  
(CS 01,02,04) (Math 08,25)

9 cr Oral Communication, Gen. Psych, Industrial psychology  
(Comm 14) (Psy 10) (Psy 34)

6 cr Non-commerce Electives  
(Suggested: ECON, COMM. SOC SCI)

1 cr Freshman Seminar

MINOR (21 credits) - not available to Commerce Majors

#### COMMERCE COURSES

12 cr Entrepreneurship,  
ENT 23, ENT 24, and any two: ENT 33,34,43,44

9 cr Accounting, Management and Marketing  
(Acct 11) (Bus 11,12)

## UNDERGRADUATE COURSE DESCRIPTIONS

### 23. The Fundamentals of Entrepreneurship 3 hours

Development and management of an entrepreneurial organization, including strategic planning, environmental scanning, examination of the barriers to entry, competitor analysis, business survival strategies and the development of the mature business. Examines the transition from entrepreneurial management to professional management. Distinguishes the entrepreneur from the innovative entrepreneur. Examines the research in self-employment.

### 24. Entrepreneurial Research: State of the Art 3 hours

Readings and research in the entrepreneurial revolution. An in-depth examination of the impact of entrepreneurial enterprises on traditional big business in the global economy. Examines case studies of the successful and failed entrepreneurial business as of the last decade. Investigates the research base of entrepreneurship, small business start-up and venture investment.

**33. Venture Finance****3 hours**

Equips entrepreneurs and managers with an understanding of the analytical framework and tools of monetary investment. Examines the role and requirements of capital investment in strategic marketing, production, operations and human resource management. Describes effective cash management policies, efficient cash flow, capitalization and liquidity in new and mature businesses.

**34. Management of Family Enterprises****3 hours**

The stages of the development of the prototypical family enterprise are presented and analyzed. Strategies for successful business development unique to single family ownership are explored. Maintenance of the sustained competitive advantage in a market of national and multi-national business ventures is studied. The role of the family business in the free enterprise and highly-regulated business marketplace is the focus of the course.

**43. Practicum in Entrepreneurship****3 hours**

Teams of students spend time in cooperative relationships with small, entrepreneurial businesses. Resources of the Small Business Development Center (SBDC) are used for team and individual placement opportunities. Students' intern experiences are geared toward risk-free involvement in real-world enterprises. Mentors selected for practical involvement; theory translated into practice. Students required to focus on multi-faceted aspects of entire business, including personnel issues, resourcing issues, information systems, marketing and management problems. Minimum of 50 hours of field work required.

**44. Entrepreneurial Policies and Strategies****3 hours**

Capstone course on the integrated entrepreneurial strategy in business. Policies and theories of the entrepreneurial "mind-set" are examined. The course is based on case studies and is geared to take advantage of the Executive in Residence Program at Saint Joseph's. Students are required to develop a "paper business" with an entrepreneurial and research foundation. A full business plan, development strategy, growth projections, market analysis acquired, market research, financial plan, strategic plan and business evaluation tools are required elements of this student project centered course.

## **THE INSTITUTE FOR ENTREPRENEURIAL EDUCATION (IEE)**

The undergraduate major and minor programs are housed in the Division of Commerce at Saint Joseph's, the establishment of the IEE is in place to offer a limited number of graduate courses (non-degree oriented) and stand as the home for the established Executive in Residence Program. The institute is also an organizational home for outreach efforts in the field of entrepreneurial education. The institute will allow business and other interested faculty to sponsor seminars and workshops for regional businesses.

The IEE is the instrument that develops and maintains contact with selected external agencies, interested educators and local entrepreneurs. The Northwest Indiana Entrepreneurship Academy, Small Business Development Centers and the Small Business institute interface are among the regional agencies that interact with the IEE. The IEE sponsors continuing education seminars, establishes outreach programs with local high school educators and works cooperatively with the regional Chambers of Commerce and the Jasper County Industrial Foundation.

Graduate courses offered through the IEE include:



**ENT 551 Concepts and Practices in Entrepreneurship**

A case study, research-oriented course in venture businesses and entrepreneurship. Advanced topics in the theory and practice of entrepreneurial behavior, including market analysis, cash management, business incubators, competitive strategy and information management. Business resource opportunities and support agencies in the region will be used extensively. 3 graduate credits

**ENT 559 Selected Topics in Entrepreneurship**

A current issues course focused on business leaders in the 1990's. Topical issues in taxation, governmental regulation of business, entrepreneurial opportunities, franchising, small business development and business partnership law will be discussed. The use of business mentors, corporate intrapreneurs and regional entrepreneurs will be central to the course. 3 graduate credits

## Department of Communication and Theatre Arts

The Department of Communication and Theatre Arts has as its aim the following goals: 1. to instill an understanding and appreciation of oral rhetoric and its function in a liberal education; 2. to develop the student's resources, ability, and faculty for the spoken communication of thought and emotion; 3. to prepare students for graduate study in communications; 4. to foster an appreciation and understanding of theatre in our culture; 5. to provide an understanding and application of the theories and skills in Mass Communications and to provide an opportunity for practical experience in television, radio, and journalism.

The Department offers degrees in Communication and Theatre Arts, and Radio-Television. Within Communication and Theatre Arts, concentrations are offered in Public and Interpersonal Communication, and Theatre Arts.

### Departmental Requirements:

1. The requirement for a MAJOR sequence in Communication and Theatre Arts is 36 hours so distributed as to include 14,17,23,34, and 63; 6 hours of interpersonal and rhetorical communication; and 6 hours of theatre.

2. The requirement for a major in Radio-Television is 36 hours so distributed as to include 17,18,19,27,63; 6 hours of general communications; 12 hours of advanced broadcasting (three of which are an internship or practicum); and 3 hours of laboratory credit.

3. Students majoring in Communication and Theatre Arts, or Radio-Television, may not also minor in one of the aforementioned programs.

4. Intermediate level of foreign language is required for those students who wish a Bachelor of Arts in Communication and Theatre Arts, or Radio-Television. Complementary courses may be taken in English, Sociology, Psychology, and Political Science at the recommendation of the Department.

5. The requirement for a MINOR in Communication and Theatre Arts consists of 18 hours in the following sequence: Fundamentals of Oral Communication (C&TA 14) (pre-requisite for all department classes). 3 hours from each of the following groups: Interpersonal and Rhetorical Communication: C&TA 34, C&TA 22, C&TA 24; Radio and TV: C&TA 17, C&TA 18, C&TA 19; Theatre: C&TA 15, C&TA 16, C&TA 17 and 6 hours of Communication electives.

The Department urges those who intend to minor in Communication and Theatre Arts to select courses designed to complement their major program of study.

**Suggested Program:**

1. Students planning to major in Communication and Theatre Arts should take: Cores 1-2, Communication 14 or 17, and departmental electives.

2. Students should see their faculty advisor prior to scheduling courses. Departmental advisors will assist students in their course selection and maintain a checklist of requirements.

**Teacher Education Requirements:**

Core 1,2,3,4,5,6,7,8,9; Educ 10,14,21,43,77,80,99.

Teaching major in speech: C&TA 05,12,13,16,18,19,25,34; elect 9 hours from 14,22,23,32,43; and the major in speech and elect 3 hours from Jour. 21 or 22.

Teaching minor in speech: C&TA 12,13,18,19; elect 6 hours from 14,22,23,32,43; elect 6 hours from 16,25,34 and elect 3 hours from Jour. 21 or 22.

**COURSES IN COMMUNICATION**

- 05. Theatre Laboratory** **1 hour**  
Applied practice in theatre. Participation in all phases of theatre activity and performance. This course may be taken up to three times.  
**Prerequisite:** Consent of instructor.
- 07. Radio Laboratory** **1 hour**  
Applied practice in radio. Opportunity for work at WPUM-FM, the College radio station. This course may be taken up to three times.  
**Prerequisite:** Consent of instructor.
- 08. Television Laboratory** **1 hour**  
Applied practice in television production. This course may be taken up to three times.  
**Prerequisite:** CTA 46 or consent of instructor.
- 12. Physical Bases of Speech** **2 hours**  
Emphasis placed on achieving acceptable and pleasing voice and articulation. Content shall include: physical bases of speech, group reading, individual work, drills and exercises.
- 13. Elements of Speech Improvement** **3 hours**  
Diagnosing simple speech defects and disorders, nasality, lisping, omissions, additions, substitutions, inversions. Theory of improving simple defects and disorders.
- 14. Fundamentals of Oral Communication** **3 hours**  
A study of the types and modes of public address. Practice in speech preparation and presentation. The student delivers between five and eight speeches during the semester. Prerequisite for most C&TA classes.
- 15. Introduction to Theatre** **3 hours**  
This course is designed to help students achieve a better appreciation of the theatre arts and to help them to understand better the role of the arts in society. Topics include the nature of art, the role of the playwright, director, actor, designers, and audience, major movements in theatre history and philosophy, and types and forms of drama.
- 16. Acting** **3 hours**  
A basic course for the beginning actor. Emphasis placed on body movement, use of the voice, stage directions, characterization, dramatization, emotional recall and vocal interpretation of the play script. The student will present scenes and short acts in class for critical purposes. Opportunity for participation in College productions.



**17. Communication in Mass Media (Journalism 17) 3 hours**

A study of the forms of communication involved in the mass media (print, radio, television and film). Basic theories of Message, Receiver, Channel, and Sender are applied in classroom exercises through oral reports, surveys and research. REQUIRED FOR RADIO-TELEVISION, AND ENGLISH EDUCATION MAJORS.

**18. Basic Radio Production 3 hours**

The study of contemporary radio broadcasting. The history of radio, programming and management, the nature of sound and radio, and operation of equipment will be studied. Practical projects include interviews, newscasts, music shows, commercials and public service announcements.

**19. Basic Television Production 3 hours**

A study of the theoretical and practical application of television production. Stress placed on performance, use of equipment, directing techniques. Practical projects include interviews, newscasts, commercials. Opportunity for special interest available in final project.

**20. Photojournalism (Journalism 23) 3 hours**

The use of cameras and films and the developing and printing of black and white photographs used in journalism. Planning, taking and editing news pictures; writing cutlines and captions; the technique of the picture story.

**22. Group Discussion 3 hours**

The content and methodology of participation and leadership in group problem-solving activities.

**23. Argumentation and Debate 3 hours**

The study of argumentation techniques used in formal and content debating, preparation of the brief, strategy, use of evidence, affirmative and negative structure on current and national issues.

**24. Interpersonal Communication 3 hours**

The study of communication as a method and process of exchanging meaning on both the interpersonal and intrapersonal levels of information; the analysis and application of structured and unstructured systems of communication.

**25. Play Production 3 hours**

A study and application of the technical aspects of play production as they relate to the theatre. Practice in making a prompt book, stage lighting, scene design, set construction, and costuming. Participation in student productions is required.

**27. Broadcast Announcing 3 hours**

A broad-based examination of the physical and professional aspects of media announcing. General voice theory is addressed, as are a variety of specific announcing techniques, including radio and television announcing, reporting and anchoring, public affairs announcing, and commercial announcing. Students are required to participate in lab exercises associated with the campus radio and television stations.

**30. Journalism Ethics (Journalism 28) 3 hours**

A comprehensive study of legal and ethical considerations inherent to a free press in a free society. More than 200 case histories plus a series of guest speakers add depth and insight to a course that probes ethical codes and value systems in the mass news media. Special emphasis is given not only to how the press functions, but why it functions as it does.

**31. Sports Information and Reporting 3 hours**

The study of the process of reporting and coverage of live sporting events, including delivery, writing and play-by-play. The role of sports information staff as gatekeepers of information and responsibility to the press is explained.



**32. Advanced Oral Communication** 3 hours

Application in composition and delivery of the principles underlying all forms of speech. Practice in speaking on subjects of current interest and the student's choice.

**34. Oral Interpretation of Literature** 3 hours

The development of the student's abilities in reading aloud through exercises in the analysis and communication of the logical content of the printed page. Special attention will be given to a study of literature, prose and poetry, as they affect the understanding the performance of the oral interpreter.

**35. Advanced Acting** 3 hours

Advanced acting styles and techniques pertinent to the significant periods of the drama. Special attention is given to classical, medieval and Elizabethan modes of acting.

**36. Play Direction** 3 hours

Student apprenticeship in the direction of drama under staff supervision.

**Prerequisite:** CTA 16 and 25.

**37. Broadcast Journalism** 3 hours

The study of journalism in the electronic media, with emphasis on broadcast news writing, coverage and editing, problems and potentials. Practical projects include news reports in both radio and television, and a project involving the class in a 30-min. television newscast.

**38. Video Field Production** 3 hours

This is a course focusing on the application of video production techniques to remote field production. Students study the decision-making process in determining location, camera placement, lighting, sound and environment for producing video outside the studio. Attention is paid to pre-production planning, storyboarding, production logs, post-production scheduling, and client relationships. Students will work with color video equipment and produce products using the single camera, film-style approach. Basic Television is a prerequisite.

**39. Radio-Television-Film Scriptwriting** 3 hours

Non-performing course focusing on writing scripts for radio, television, and film. Students will develop materials for directors, actors, announcers and technicians. Comedy, drama, commercial announcements and filmscripts will be covered. Opportunity for self-expression in final project.

**43. Persuasion** 3 hours

Critical evaluation of the major principles and techniques of persuasion as they relate to public address and informal discussion.

**44. Organizational Communication** 3 hours

An overview of the process of communication within organizations. Specifically, attention will be given to the functional and cultural perspectives of organizational communication. Course content includes a discussion of informational flow, vertical and horizontal communication, linking pins, communication climate, systems theory, storytelling, and communication audits. Emphasis is placed on understanding the theoretical principles and applying them to common organizational situations.

**47. Advanced Radio Production** 3 hours

There are two thrusts to this course: laboratory experience in advanced radio production techniques, and an examination of higher level issues and concepts associated with the radio industry. Production techniques covered include two-track audio production and editing, news production and editing, telephone-based production, and basic radio engineering. Among the issues and concepts discussed are



contemporary topics addressed in trade publications, music research, ratings interpretation, programming trends, short-wave radio, propaganda, and the broadcaster's social responsibility. Basic Radio Production is a prerequisite.

**48. Advanced Television 3 hours**

A production course dealing with advanced television production and directing techniques. Students' projects are based on advanced lighting principles, animated graphics and editing. Each student will work with state-of-the art 3a4 "electronic editing equipment.

**Prerequisite: C & TA 19.**

**49. Broadcast Management 3 hours**

This course is designed to teach students the basics of mass media administration. The course prepares students for an entry level position in media management. Students will become familiar with every facet of radio-television management, including the new technologies of cable satellite and interactive communications.

**Prerequisite: C & TA 18, 19.**

**52. Public Relations 3 hours**

This is an introductory course designed to provide an overview of the theoretical and practical foundations of public relations. Included is a discussion of organizational attitudes, public opinion, research, persuasive strategies, and image formation. In addition, students are exposed to the concepts of campaign construction, audience selection, media placement, and evaluation. A final project requires a synthesis of ideas into a comprehensive public relations campaign.

**54. Political Communication (Pol Sci 39) 3 hours**

An examination of the role of the media in politics. The course considers the role of the print, film, radio, and telecommunications media on the political system and the interaction of the political actors with the media.

**55. Independent Study**

**57. Issues in Broadcasting 3 hours**

A study of problems in contemporary broadcasting. The course focuses on televised sex and violence, children and television, broadcast journalism ethics, public broadcasting, and government regulation. The class will work on a pilot study involving one aspect of the course as a final project.

**58. Media and the Law (Journalism 58) 3 hours**

Study of the legal issues concerning the media including: statutes and regulations governing press, broadcast and films; analysis of defamation, libel, contempt, privacy, copyright; legal rights and privileges of the mass media.

**59. Hollywood Workshop 3 hours**

The study of contemporary mass media in America. Students gain an inside look at the motion picture, television, and journalism industries by attending a one week "Media Workshops" Summer Seminar in Los Angeles, where they attend lectures, film screenings, television show tapings, and tour motion picture studios and production facilities. On campus students apply production principles by producing an original television program, which may include writing, promotions programming, and casting in addition to the actual production process. Students are admitted to this course by consent of the instructor.

**60. Topics in Communication and Theatre Arts 3 hours**

This course is flexible in content with its focus determined by study and faculty interest, current trends, and departmental needs. Examples of possible topics include religious communication, film criticism, theatre history, etc.

**61. Practicum in Communication** **3 hours**

Applied practice in radio/TV theatre. Students working in radio or television participate in projects in the College radio and TV studios.

Students working in theatre, participate in stagecraft, production, or direction of theatre productions.

**63. Senior Seminar** **3 hours**

A seminar for seniors who will graduate in the area of communications. Each senior will be required to undertake a project recommended and approved by the professor in whose area of concentration the student has majored. The project, which may take many forms, must demonstrate the student's mastery and expertise in the area of concentration.

**Prerequisite:** Senior status and consent of instructor.

**90. Internship in Communication** **1-3 hours**

Available to qualified students. Participants will work in College-approved off-campus internship programs at radio stations, television studios, newspapers, theatres, etc.

**Prerequisite:** Consent of instructor.

## Department of Computer Science

Computer Science is concerned with the representation, storage, manipulation, retrieval and presentation of information. It deals with problems of designing the machines that perform these operations, plus implementing the means of communication between machines and between man and machine. The theoretical foundation of computer science overlaps other fields such as pure and applied mathematics, linguistics, psychology, social sciences, and business administration.

The department offers a full undergraduate curriculum in computer science, including computer fundamentals, management of information systems, programming languages and methodology, database systems, computer architecture, software engineering and systems analysis.

### Departmental Requirements:

1. The requirement for a major concentration in Computer Science is 36 hours of Computer Science courses, including Computer Science 11, 12, 21, 22, 33, 34, 35, 43, and 44. In addition the student must take Discrete mathematics (CS 30), Calculus I (math 25) and an additional 3 credits of mathematics selected from those numbering above Math 25.

2. The requirement for a major concentration in Information Systems is 36 hours of Computer Science courses, including Computer Science, 11, 12, 21, 22, 31, 33, 34, 40, 41, 44. In addition the student must take Discrete Mathematics (CS 30), an additional 6 credits of mathematics. Calculus I (Math 25) is strongly recommended.

3. The requirement for a minor sequence in Computer Science is 18 hours. Each minor is required to take Computer 11, 12, 21, 22 and two selected computer science electives from those counting towards a major in computer science.

4. In order to take a course with listed prerequisites, the student must have received a grade of C or higher or obtained consent of the department.

5. Students majoring in Computer Science and Information Systems are required to complete a project in Software Engineering. This project must be presented to the Computer Science Faculty and accepted by the faculty prior to graduation.



GROUP MAJORS

1. A group major in Finance-Information Systems requires the following: Accounting 11,12; Econ 23, 24; Finance 23,33,34,36,40,48, and 50; Computer Science 11,12,22,31,40,41, and 44 and a computer science elective from those counting towards a major; business 28; and nine additional hours in finance or computer science to be determined in consultation with the student's advisor.
2. A group major in Accounting-Information Systems requires the following: Accounting 11-12, 31-32, 33, 35-36, 45 and 47. Computer Science 11,12,22,31,40,41,44 and a computer science elective from those counting towards a major in computer science; and six additional hours in accounting or computer science to be determined in consultation with the student's advisor.
3. Management/Marketing-Information Systems: The required courses are Computer 11,12,22,31,40,41,44, and a Computer Science elective from those which count towards a major in computer science (see checklist).
4. Mathematics-Computer Science: The required courses in Computer Science are Computer 11,12,21,22,33,34,43,46.
5. Computer Science Endorsement for Teachers/12 hours in one of the following sequences:
- a) CS 01,02,03,11,12,28
  - b) CS 01,02,03,11,28,40
  - c) CS 11,12,28,40

CONCENTRATION IN COMPUTER SCIENCE CHECKLIST

FRESHMAN				SOPHOMORE			
I		II		I		II	
Core 1	6____	Core 2	6____	Core 3	6____	Core 4	6____
CS 11	3____	CS 12	3____	CS 22	3____	CS 21	3____
* Math	3____	* Math	3____	Minor	3____	Phil 11	3____
Minor	3____	Minor	3____	Elective	3____	Minor	3____
<hr/>		<hr/>		<hr/>		<hr/>	
15____		15____		15____		15____	
JUNIOR				SENIOR			
I		Core 6&8	6____	I		II	
		CS 34 or					
Core 5&7	6____	** CS 35	3____	Core 9	6____	Core 10	3____
CS 33 or		CS Elective	3____	CS 43 or		CS 35 or	
** CS 43	3____	Minor	3____	** CS 33	3____	** CS 34	3____
CS Elective	3____			CS 44	3____	CS Elective	3____
Minor	3____			Elective	3____	Elective	3____
						Elective	3____
<hr/>		<hr/>		<hr/>		<hr/>	
15____		15____		15____		15____	

\* Students should consult their advisor about the appropriate level of math to take.

\*\* The Computer Science Department rotates certain upper level courses, offering each every other year. The marked courses are offered in alternating years and should thus be taken either the junior or senior year.

CONCENTRATION IN INFORMATION SYSTEMS CHECKLIST

FRESHMAN				SOPHOMORE			
I		II		I		II	
Core 1	6____	Core 2	6____	Core 3	6____	Core 4	6____
CS 11	3____	CS 12	3____	CS 22	3____	CS Elective	3____
Math 25		Math 26		Elective	3____	Elective	3____
(suggested)	3____	(suggested)	3____	Minor	3____	Minor	3____
Minor	3____	Minor	3____				
<hr/>		<hr/>		<hr/>		<hr/>	
15____		15____		15____		15____	
JUNIOR				SENIOR			
I		II		I		II	
Core 5&7	6____	Core 6&8	6____	Core 9	6____	Core 10	3____
CS 31	3____	CS 44	3____	CS 41	3____	CS 40	3____
CS 33	3____	CS 34	3____	CS Elective	3____	Elective	3____
Minor	3____	Minor	3____	Elective	3____	Elective	3____
Elective	3____					Elective	____
<hr/>		<hr/>		<hr/>		<hr/>	
15____		15____		15____		15____	

Business/Computer Science

The department offers a two-year Associate in Science degree in business/computer science. The purpose of this two-year terminating program is to train students in the basic skills of business and computer science, so that they develop the skills for entry level position throughout the computer business industry.

FRESHMAN				SOPHOMORE			
I		II		I		II	
Core 1	6____	Core 2	6____	Core 3	6____	Core 4	6____
CS 11	3____	CS 12	3____	CS 21	3____	CS 22	3____
Acct 11	3____	Acct 12	3____	CS 31	3____	CS 44	3____
Bus 11	3____	Bus 12	3____	Econ 23	3____	Bus 28	4____
<hr/>		<hr/>		<hr/>		<hr/>	
15____		15____		15____		16____	

COURSES IN COMPUTER SCIENCE

CS 01 through 07 do not count towards a major, minor or group major in computer science.

01. Introduction to Computers

1 hour

This course provides an introduction to computer concepts, including computer hardware and software structure, and uses of computers. An emphasis will be placed upon the microcomputer environment. MS-DOS fundamentals, and word processing.
02. Introduction to Spreadsheet and Business Graphics

1 hour

This course will cover fundamental concepts in spreadsheet applications and business graphics using the LOTUS 1-2-3 package.
- Prerequisite: CS 01 or consent of instructor.



**03. Introduction to BASIC programming 1 hour**

This course will cover the fundamentals of programming in BASIC on microcomputers. Introductory programming concepts, including the design and implementation of algorithms in structured BASIC are presented.

**Prerequisite:** CS 01 or consent of instructor.

**04. Introduction to Database Management and Data Communications 1 hour**

This course will cover database management concepts for the end user, including topics in communications in a distributed environment. The dBASEIII + msIV database management system will be the primary software package. Data communication for the end user in a networked environment will be examined using the 3 COM + network.

**Prerequisite:** CS 01 or consent of instructor.

**05. Selected Computer Application 1 hour**

This course covers the fundamentals of using a selected computer application. Example of appropriate applications would include desk top publishing, CAD/CAM, simulation software, expert systems or project management software, for example. This course may be offered as interests dictate.

**Prerequisite:** CS 01 or consent of instructor.

**06. Introduction to Keyboarding 1 hour**

This course covers the fundamentals of the touch method of keyboarding and aims to develop the student's speed and accuracy.

**07. Advanced Keyboarding 1 hour**

This course aims at further development of skills and accuracy on the computer keyboard. Number input and formatting skills for business documents are also covered.

**09. Independent Computer Applications 1-3 hours**

(Does not count towards a major or minor in Computer Science). All proposals for independent study must be approved by the instructor.

**Prerequisite:** Instructor's Approval.

**11. Computer Science I 3 hours**

This is an introduction to programming using the Pascal language. Emphasis is placed on the development of programming skills: problem solving techniques, top down design methodology, structured programming, and testing and debugging of programs. Topics include computer system structure, the syntax of the Pascal language, control structures, data types, procedures, functions, parameters, scope, arrays, strings, records, simple searching, sorting, and merging.

**12. Computer Science II 3 hours**

This course builds upon CS 11, refining programming skills in the area of design, development, testing, and debugging. Covered topics include the implementation of files, pointers and records, stacks and queues, simple linked lists, and recursion. by

Emphasis will be on larger scale programming projects.

**Prerequisite:** CS 11.

**21. Low Level Programming 3 hours**

This course is intended as a methods course for developing programs that must interface at the hardware level, such as operating systems and machine-control applications. Low level programming topics include hardware registers, addressing modes, system timing interactions. Theories of data representation at the machine level are covered. Assembly languages and the C programming language are covered, with an emphasis on the low level programming features of the language and a variety of programs are developed that explore machine architecture and machine specific characteristics.

**Prerequisite:** CS 12.

**22. Data Structures 3 hours**

The implementation of lists, stacks, queues, trees, and graphs. The design and analysis of efficient algorithms for searching, sorting, and merging. Memory and storage management.

**Prerequisite:** CS 12.

**25. Advanced Computer Applications (Bus 25) 3 hours**

This course provides the student with the opportunity to apply computer software packages to appropriate projects. Software packages may include spreadsheets, graphics, database management, desk top publishing, communications and project management. The emphasis will be on applying the software packages to the management of information and problem solving in business.

**Prerequisite:** CS 1-2 or CS 11, or consent of instructor.

**28. Computer Based Teaching Methods 3 hours**

Desk work shall include the study of the use of the microcomputer for tutorials, drills, and simulations for use in the classroom. Research related to sources of instructional computing software will be done by the students. There will be hands-on experience with two educationally oriented programming languages: PILOT and LOGO. Each student will write and run at least one CAI tutorial using PILOT. Each student will write and execute programs using recursive procedures with the LOGO "turtle" as well as write and run simple programs using arithmetic algorithms in LOGO. Does not count towards a major, group major, minor, or associate degree in Computer Science.

**30. Discrete Mathematics 3 hours**

An introduction to logical and algebraic structures and combinatorial mathematics. Topics include methods of proof, recursion, Boolean algebra, recurrence relations, graph theory, finite automata, theory of computation with examples of applications to the field of computer science.

**Prerequisite:** CS 11 or consent of instructor.

**31. Applications Programming 3 hours**

This course presents structured programming concepts using the COBOL programming language. Emphasis will be placed on file-handling topics including sequential and random access files.

**Prerequisite:** CS 12.

**33. Computer Organization 3 hours**

Basic logic design, flip-flops, register structure, processor architecture and instructions, arithmetic logic unit, address construction, instruction execution, input/output system, memory system, hardware/software interface.

**Prerequisite:** CS 12 and CS 21.

**34. Operating Systems 3 hours**

Hardware, software, firmware, process management, storage management, job and processor scheduling, multiprocessing, performance issues.

**Prerequisite:** CS 33.

**35. Organization of Programming Languages 3 hours**

This is an applied course in programming language constructs emphasizing the runtime behavior of programs. Topics include data types and structures, control structures and data flow, subroutines, recursion, dynamic storage allocation, and formal language concepts.

**Prerequisite:** CS 22.



**37. Selected Computer Language 1-3 hours**

One computer language is taught in this course. The language is chosen from ALGOL, RPG, PL/1, APL, LISP, ADA, GASP, SIMSCRIPT, C, and different assembler languages.

**Prerequisite:** Junior standing or consent of instructor.

**39. Digital Elements (Physics 39) 4 hours**

In addition to a review of digital arithmetic and Boolean algebra, this course includes the following topics: logic design through the use of digital multiplexors and integrated circuit logic gates; flip-flop storage elements; combination logic circuits; counting circuits; and shift registers. Laboratory work involves the design and implementation of various digital logic units from simple combinational logic circuits to complex sequential logic circuits, by means of small-scale and large-scale integrated circuitry. Three lectures and one three-hour lab each week.

**Prerequisite or corequisite:** CS 33. **Prerequisite:** Physics 21-22 or consent of instructor.

**40. Information Systems (BUS 40) 3 hours**

Provides background by defining and explaining technical, behavioral, economical, and organizational concepts relevant to information needs for decision making. Introduces the student to financial, technical, and strategic planning information systems. Design, planning, organizing, and controlling user services and managing systems are key elements of this course.

**Prerequisite:** CS 10 or CS 11 and Junior Standing.

**41. Data Base Concepts 3 hours**

This course introduces logical and physical data structures, data base design, design objectives and commercial data base management systems. Hierarchical, network, and relational models are introduced along with such concepts as query languages, data dictionaries, and distributed networks.

**Prerequisite:** CS 22.

**43. Design and Analysis of Computer Algorithms 3 hours**

Algorithms for unordered and ordered sets, matrices, bit vectors. Algorithms for integer arithmetic, real arithmetic, polynomial arithmetic, random numbers, matrix operations. Divide-and conquer algorithms, dynamic programming, greedy algorithms, backtracking.

**Prerequisite:** CS 22.

**44. Software Engineering 3 hours**

This course presents a formal approach to state-of-the-art techniques in software design and development. An integral part of the course is the involvement of students working in teams in the organization, management, and development of a large software project.

**Prerequisites:** CS 22.

**46. Numerical Analysis (Mathematics 39) 3 hours**

Solution of nonlinear equations, approximation, interpolation, numerical integration and differentiation, solution of ordinary differential equations.

**Prerequisites:** CS 12 and Math 26.

**49. Computer Graphics 3 hours**

Interactive computer graphics techniques, graphics primitives, transformations, segments, windowing, clipping, three-dimensional graphics.

**Prerequisites:** CS 12 and MATH 25.

**50. Computer Interfacing & Networking (Physics 50) 4 hours**

This course deals with serial and parallel device-interfacing techniques. Topics will include DMA transfers and fundamental concepts of computer networking in distributed systems. Applications of these techniques will be made in the laboratory. Three lectures and one three-hour lab each week.

**Prerequisites:** CS 22 and CS 33.

**51. Senior Project in Hardware Design (Physics 51) 3 hours**

A proposal for the project must be presented to the computer science faculty for approval, after which it may be carried out under the direction of a faculty member. The student will make an oral presentation of the completed project to the Department.

**Prerequisite:** CS 50 or consent of the instructor.

**55. Independent Study 1-3 hours**

All proposals for independent study which are intended to count towards a major or minor in Computer Science must be approved by the instructor who must be a member of the Computer Science Department. In addition, the results of the study must be presented to the Computer Science Department.

**Prerequisite:** Computer Science Instructor's Approval.

**59. Topics in Computer Science 3 hours**

This course investigates one or more current topics in the field of computer science.

**Prerequisite:** CS 22 and junior standing.

**90. Computer Science Internship 3-6 hours**

Students who qualify may be placed with a company according to availability of internship positions and college regulations. Consult the department chair for requirements.

## Department of Economics

The program in Economics has the following objectives:

- 1) to provide methods of inquiry which enable the students better to understand how modern economic systems function;
- 2) to develop the students' critical, analytical, and problem-solving capabilities as part of a preparation for careers in business and government or for graduate study in economics, business, or law.

### Departmental Requirements:

- 1) Economics 23-24 are prerequisites for all upper-level courses except Economics 28.
- 2) The requirement for a major sequence in Economics is 37 hours, including Economics 23, 24, 28, 31, and 32.
- 3) Up to 9 of the 37 hours may be selected from the following courses: Accounting 11, Accounting 12, Mathematics 25, Psychology 30, Sociology 31.
- 4) The requirement for a minor sequence is any 18 hours.

### Suggested Program:

- 1) In the freshman year it is suggested that students majoring in Economics take: Core 1-2; Economics 23-24; and Accounting 11-12.
- 2) Most economics courses are offered every other year. Thus the student should meet with a faculty advisor to plan a schedule of courses for the sophomore, junior, and senior years.
- 3) Students expecting to pursue graduate work in economics or business should take Mathematics 25, 26, 35 and Economics 46.



GROUP MAJOR IN ECONOMICS-FINANCE

The group major in Economics-Finance involves the following combination of courses:

Economics

- 23 Principles of Economics: Microeconomics
- 24 Principles of Economics: Macroeconomics
- 28 Elementary Statistics
- 31 Intermediate Income Analysis
- 32 Intermediate Price Analysis
- 35 Money and Banking
- 37 Government and Business
- 40 Public Finance
- 59 Topics in Economics

Finance

- 23 Principles of Finance
- 33 Corporation Finance
- 36 Investment Analysis
- 40 Financial Analysis and Control
- 44 International Finance (also Econ. 44)
- 48 Problems of Financial Management
- 50 Seminar in Finance

Math

- 8 Finite Mathematics
- 25 Calculus with Analytic Geometry I
- 26 Calculus with Analytic Geometry II

Business

- 11 Principles of Management
- 12 Principles of Marketing

Accounting

- 11 Principles of Accounting
- 12 Principles of Accounting

Computer Science

- 11 Computer Programming I

Summary

Economics	31 or 34 hours (includes Math 25 as Econ credit)
Finance	18 or 21 hours
Accounting	6 hours (Acct. 11-12 can be counted towards Econ major)
Business	6 hours
Computer Science	3 hours
Mathematics	3 or 6 hours (6 hours would be Math 8 and 26)
Core	45 hours
Elective	3 or 6 hours

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Total	121
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Teacher Education Requirements:

Core 1,2,3,4,5,6,7,8,9; Educ 10,14,21,43,77,87, 99. *Teaching major in business:* Bus 10,11,12,20,,22; Fin 23; Acct 11,12; 23 or 24. *Computer Science* 07, 11-12; *Elect* 3 hours *Acct.* 31 or above. *Econ* 23-24,28. *College major in accountancy, economics, finance,*

management, or marketing. The economics major may also choose a social studies teaching major: Educ 10,14,21,43,77,86,99; Econ 23,24,28,31,32,40; Political Science 21,22 and 6 hours chosen from 29,30,32,33,34,35,36,37,44,46,48,49; Hist. 25 and the major in economics.

## **COURSES IN ECONOMICS**

- 01. Economics for Middle School Teachers** **3 hours**  
An overview of economic principles are exemplified by texts in common usage in middle school social studies programs.
- 23. Principles of Economics: Microeconomics** **3 hours**  
A study of the principles and problems connected with the production, exchange and consumption of economic goods.  
**Prerequisite: Math 8 or Economics Department approval.**
- 24. Principles of Economics: Macroeconomics** **3 hours**  
A study of the principles and problems connected with the level and fluctuation of national income and employment, the economics of growth, and the principles of international trade.  
**Prerequisite: Math 8 or Economics Department approval.**
- 28. Elementary Statistics (Bus. 28)** **4 hours**  
An introduction to the fundamentals of modern statistics. Topics include the following: collection and organization data, descriptive statistics, probability and decision-making, problems of estimation and tests of hypotheses, linear regression, correlation, and time series analysis. Emphasis is on the interpretation and use of statistical analysis in business and economic problems.
- 31. Intermediate Income Analysis** **3 hours**  
An intensive study of national income accounting and the theory of national income determination with special emphasis on the policy implications of the analysis.
- 32. Intermediate Price Analysis** **3 hours**  
An intensive study of the theory of price in both the output and input markets with special emphasis on the application of modern tools of analysis to concrete business and public problems.
- 35. Money and Banking** **3 hours**  
A study of monetary standards, banking principles, and monetary theory with emphasis on the financial institutions of the United States.
- 37. Government and Business** **3 hours**  
A study of the foundations for government intervention in business and the activities in which it currently engages in relation to business, with emphasis on federal legislation as it applies to the maintenance of competition.
- 39. Comparative Economic Systems** **3 hours**  
A study of the economic systems existing in the contemporary world with special emphasis on the comparison of these systems with the mixed enterprise system of the United States.
- 40. Public Finance** **3 hours**  
A study of the principles of finance in government. Topics to be considered will include public revenues and expenditures, taxation, public debt, governmental budgeting, and fiscal policy.
- 42. American Economic History (History 38)** **3 hours**
- 43. Labor Economics** **3 hours**  
The course concentrates on the size and composition of the labor force, the history of the labor movement, the issues involved in collective bargaining, wages and hours, unemployment, and social security.



**44. International Finance (Finance 44)****3 hours**

Examines the effects of trade on national income and production, the various policies that can be used to correct balance of payments problems, and the alternatives to the present international monetary system.

**46. Introduction to Econometrics****3 hours**

An examination of statistical methods frequently used in economics. Emphasis is given to the theory and application of multiple linear regression analysis.

**Prerequisites: Economics 28 or equivalent.**

**50. Seminar****3 hours**

The seminar will be directed to a discussion of current issues in economics which are not covered in the content of other courses.

**54. Social Science Seminar****3 hours**

Intensive consideration of a problem or issue of interest to social scientists. This is an interdisciplinary course in which students interact with faculty and students from other departments in the social sciences and undertake a research project utilizing the methods and perspectives found in their own major discipline. For upper-level students. BY INVITATION ONLY.

**55. Independent Study****1-3 hours****59. Topics in Economics****3 hours****90. Economics Internship****3 hours**

Selected students in economics will be given three credit hours for completion of an internship with a financial institution. The students must be in the junior year and the internship will be offered during the fall or winter semester.

The student will be introduced to the general operations of the firm and will also work on specific projects. The student will be required to submit periodic activity reports and a summary paper at the end of the semester. Also, the student will provide a presentation to an appropriate economics class to share the experience with other interested students and economics majors.

## Department of Education

The teacher education program at Saint Joseph's College is based on the following premises in preparing "teachers as Christian professionals":

Premise 1: Today's teachers must possess a trans-disciplinary view of a complex and rapidly changing world and they must be capable of managing change within that world. Accordingly, teachers need these skills:

effective communications ability

problem solving ability

analytical capability

effective social interaction

understanding of human ecology

Premise 2: Since an effective teacher must have a broad general education and some academic specialization as well as professional preparation, an institution-wide committee must have control of teacher education.

The Teacher Education Committee at Saint Joseph's College controls all facets of the Teacher Education Program. It is, therefore, composed of a diverse membership. This includes members from the education department, representatives chosen from the academic areas, representatives from the teaching profession and student representatives. This group controls the curriculum, prescribes and controls admission standards and develops the objectives for each program. It also acts as the appeals route for decisions of the education department and its chairperson. Appeals are to be



received within five class days after the student has received the official communication. Appeals from the Teacher Education Committee are to the Academic Cabinet and are to be made to the Vice-President for Academic Affairs within five class days after receiving notice from the Teacher Education Committee. Saint Joseph's College assures students due process in all matters. If students feel that rights have been violated, they may also consult with their faculty advisors, departmental chairpersons and the President of the College.

Premise 3: The teaching profession requires competent personnel, capable of effective teaching and of managing their own lives.

In order to accomplish this objective, the Teacher Education Program provides for continual assessment at each level of experience. Thus, students have early field experiences which are supervised both by the College and by the school personnel. In accompanying seminars and classroom lectures, students are expected to demonstrate the following skills:

1. effective social behavior in a variety of situations and circumstances, beyond and in the classroom, involving different cultures or subcultures in large and small groups;
2. understanding and acceptance of personal responsibility in managing their own lives;
3. ability to analyze educational programs and organizations in terms of philosophical implications;
4. application of problem-solving techniques in the consideration of educational problems;
5. perception of educational problems within the dimension of the total educational structure and application of problem solving techniques in resolving them;
6. giving evidence of understanding theories of development and learning by adequately analyzing the classroom situation and applying these theories effectively.

Premise 4: Teachers trained in our program will be asked to perform in a variety of school settings. The professional sequence, accordingly, makes possible for students a sound knowledge base in psychological, social, cultural, historical, and philosophical foundations of education. Theory is integrated into practice through the use of observations and practice early in the student's career.

Premise 5: As a resident college, Saint Joseph's offers the co-curricular cultural activities likely to develop the personal qualities and social skills necessary to a professional person.

Premise 6: An alert faculty interested in new approaches to educational problems with experience at the elementary, middle or junior high, and secondary school levels tends to produce similarly alert teachers.

### **TEACHER EDUCATION PROGRAMS AT SAINT JOSEPH'S COLLEGE**

**Elementary (1-6)** certification with state teaching endorsements or minors possible in: coaching, computer science, driver education, general mathematics, reading and mild disability; and with the possible addition of middle school endorsement and teaching areas in: language arts, science, social studies, mathematics, French, German, Spanish, and mild disability.

**All Grade (K-12)** certification in physical education and music, with the possible addition of all junior high, middle and secondary majors and minors.

**Senior High, Junior High/Middle School Standard** license with teaching major and minors in business education, (accountancy, management, marketing), English, mathematics, social studies (economics, world civilization, American history, sociology, psychology, government), science (biology, chemistry, geology, physics, general science,



physical science), and speech; with additional state teaching minors or endorsements in: driver education, reading, coaching, health and safety, conservation and environmental studies, French, German, Spanish, computer science, general mathematics and mild disability.

All the programs for elementary, middle, junior high and secondary teachers have been approved by the State of Indiana in accordance with the provisions of Rules 46-47, Indiana Department of Public Instruction, as amended. In addition, they are approved by the National Council for the Accreditation of Teachers Education (NCATE). This assures the student that s/he is pursuing a program that will qualify for certification in many states. Students, however, who wish certification in a state other than Indiana should check the requirements of that state. A copy of these requirements is maintained in the education office.

Because of the complexity of state requirements, all students in the Teacher Education Program must be counseled each semester prior to registration by a member of the education department. In planning the four-year schedule students should be aware that the certification requirements of the state of Indiana include a ten-week, full-time student teaching experience. During this period no other courses may be taken. The Academic Cabinet of Saint Joseph's College has also determined that students cannot do the six-credit, Core 9 experience in the short period of time that remains in a semester after the student teaching experience has been completed. Accordingly, all student teaching assignments must be completed during the second semester of the senior year. Because of the difficulty in finding suitable teaching assignments for all eligible student teachers, it may on occasion be necessary for some students to either complete Core 9 during Spring Session or to return for a ninth semester.

## ELEMENTARY PROGRAM CHECKLIST

- All elementary education students should register with the Education Department as soon as the decision is made to enroll in an elementary education program. If you are in doubt as to whether or not you have registered with the department, you may check the master roster which is maintained by the secretary of the Education Department.
- All elementary education majors apply for admission into the Teacher Education Program during September of the junior year; obtain the necessary forms from the secretary of the Education Department. A cumulative index of 2.50 is required.
- All elementary education majors apply for admission into student teaching during January of the junior year. Obtain the necessary forms from the secretary of the Education Department. A cumulative index of 2.50 is required for placement into student teaching.
- All elementary education majors seeking Indiana certification must register for the National Teacher Examination during the first month of the first semester of the senior year.
- All elementary education majors register for Education 10 along with student teaching.
- All elementary education majors apply for state certification during the last semester of the senior year. Obtain the necessary forms from the secretary of the Education Department.
- A 2.50 cumulative index or higher is required to register for education courses marked with an \*.



**ALL GRADE, JUNIOR HIGH/ MIDDLE /SECONDARY PROGRAM CHECKLIST**

- Students who intend to teach at the middle, junior high and secondary levels in any subject, including the all-grade programs in music and physical education, should register with the Education Department as soon as the decision is made to enroll in a Teacher Education Program. If you are in doubt as to whether or not you have registered with the department, you may check the master roster maintained by the secretary of the Education Department.
- Education 14 is normally to be taken during the second semester of the freshman year. Physical education majors also take Biology 21-22 during the freshman year.
- Education 21 is to be taken during the first semester of the sophomore year.
- All students apply for admission into Teacher Education Program during September of the junior year; obtain the necessary forms from the secretary of the Education Department. A cumulative index of 2.50 is required.
- The special methods course (Educ 8-) is to be taken during the second semester of the junior year.
- All students apply for admission into student teaching during January of the junior year. A 2.50 cumulative index is required for placement into student teaching.
- Music and physical education all-grade majors take Education 45 during the sophomore or junior year.
- All students seeking Indiana certification must register for the National Teacher Examination (NTE) during the first month of the first semester of the senior year. Students applying for certification in Social Studies must complete the Core Battery and three (3) other tests, each of which require a separate registration/testing date; therefore, they must begin the process in the junior year.
- All students take Education 10 along with student teaching.
- All students apply for state certification at the end of the last semester of the senior year and upon successful completion of the Core Battery and Specialty Areas of the NTE. Scores must be in before license applications are sent out. Obtain the forms from the secretary of the Education Department.
- All certification patterns for the state of Illinois require 3 hrs of physical education and Education 74.

At the **elementary level**, the Department offers a bachelor of science degree in elementary education. The following courses are required: Core, including Education 10; 6 semester hours of laboratory science; mathematics 1,2,3,4,5,6; art 47-48; music 27-28; physical education 21; English 47-48; education 14,21,43, 61,70,71,72,73,75,76,98; three hours American history, three hours economics or political science. Illinois certification requires one additional hour of physical education.

The Saint Joseph's College academic major which is needed for the bachelor of science degree with the college major in elementary education is composed of any 36 hours of courses prefixed education, except that Education 10 is always counted within the core requirements and is never counted within the Education Department. When the college major is elementary education, a special minor has been developed to accompany that major. That minor consists of a minimum of 12 hours of mathematics (usually 1,2,3,4,5,6) and a minimum of 6 hours of science, which are normally to be laboratory courses. The distribution of 12 hours and 6 hours is to be met exactly, so that a 15/3 or 9/9 combination is NOT acceptable. An index of at least 2.00 is required in the minor subject (s). Additional hours of mathematics and/or science may be added but the minimum of 12 in mathematics and 6 in science must be met. A student may,



of course, substitute any other college minor of at least 18 hours in the place of this specially developed minor.

Majors in elementary education may take a maximum of 24 hours on a pass/not pass basis. These hours are limited to "open" electives; therefore, courses in the major and in the minor may NOT be taken on this basis. Student teaching and the assigned professional laboratory experiences are already on a pass/not pass basis; these courses total 14 hours of credit. Accordingly, 10 additional hours may be taken from: Art 47-48; Music 27-28; 3 hours American history; 3 hours political science or economics; PE 21; English 48; the total, however, is not to exceed 24 semester hours.

**At the secondary level**, students ordinarily major in the subject area in which they intend to teach. The subject areas available are listed above and the specific requirements are found in the introductory material for each department. The required education courses for Indiana certification and a college minor are 10,14,21,43,77,91,94,96 and the appropriate special methods (80's) course.

A minor in education can be gained with any eighteen credits in education; however, to be certified as a teacher one must complete the student teaching experience. Placement into student teaching requires a minimum cumulative index of 2.50.

**All grade majors** are offered in **music** and **physical education**. Specific patterns are found under each of these departments; the required education courses are Education 10, 14, 21, 43, 45, 77, 91, 94, 96 and the appropriate special methods (80's) course.

Students are reminded that Teacher education programs are governed by both State and College requirements, and so the outlined programs should be carefully followed. All certification programs require a **MINIMUM OF 124 SEMESTER HOURS**. Students who are preparing to teach in secondary schools should major in the subject area in which they intend to teach. They will be advised in their programs by their appropriate Teacher Education Committee representative and by a member of the Education Department. Elementary education students are advised by members of the Education Department. The recommended programs for secondary teaching majors and minors are included in the introductory text of the catalog for each department. These recommended programs have been carefully planned and, in most cases, cannot be changed. If students are in doubt they should request information from the chairperson of the Education Department.

Each semester, all students desiring to be certified **MUST** consult with and obtain the signature of their advisor in the Education Department before registering for the next semester. No student is to register for student teaching without the approval of the Director of Student Teaching.

## **BACHELOR OF SCIENCE EDUCATION**

The bachelor of science education degree is intended for those students who wish to teach mathematics, science and/or computer science at the middle, junior high and secondary level. Students will be required to select one **PRIMARY** area from: biology, physics, chemistry, geology or mathematics and one **SUPPORTING** area from: biology, chemistry, physics, mathematics and geology. A computer science endorsement is available. Students must also complete the core requirements and the specified education courses for middle, junior high and secondary programs.

## **STUDENT TEACHING REQUIREMENTS:**

Student teaching assignments are made in co-operating public and independent schools in the State. The 10 week student teaching experience is taken during the second semester of the senior year.

All placements for student teaching are made by the Director of Student Teaching after approval by the Teacher Education Committee.



To qualify for student teaching, a student must:

1. Have a 2.50 cumulative index.
2. Have been in the teacher education program for at least one semester, doing C+/B- work or better. Approval by the Teacher Education Committee in the junior year is the official entry into the Teacher Education Program.
3. Have passed at least six hours of professional education credit.
4. Have a healthy interest in teaching and in the personal and social qualities basic to sound teaching.

### **STATEMENT ON ACADEMIC ADVISING FOR ALL STUDENTS MAJORING OR MINORING IN EDUCATION**

1. Students are required to show proof of academic advising by a member of the Education Department prior to each semester's registration.
2. All transfer students must have their program approved by the department chairperson prior to each semester's registration.
3. All student teachers must have the approval of the Director of Student Teaching prior to registration for student teaching.

### **COURSES IN EDUCATION**

*A 2.50 cumulative index or higher is required to register for education courses with an asterisk \*.*

#### **10.\* Christian Education and the Human Situation (Core 10) 3 hours**

A consideration of contemporary educational problems in the perspective of Christian humanism. Special attention is given to the philosophical and ethical aspects of these contemporary issues and some effort is made to place these issues in their historical perspective. Cultural and ethical concerns are explored. (This course is to be taken with or following Core 9.)

#### **13. Educational Psychology: Birth to Early Adolescence 2 hours**

Principles of growth and development. Cognitive, psychomotor and affective development. Ethnic, cultural and disability awareness. Individual and group theories of learning. Offered second semester each year: MW 2:00-2:50.

#### **14. Educational Psychology: Childhood, Adolescence and Youth 4 hours**

Principles of growth and development. Cognitive, psychomotor and affective development. Ethnic, cultural and disability awareness. Individual and group theories of learning. Must be taken by all students seeking teacher certification. Offered both semesters each year. MWF 11:00-11:50. Clinical and/or field experiences, comprising approximately 40 clock hours at the middle school. Must be taken by all prospective students in the Teacher Education Program during the first or second semester of the freshman year. One morning (8:00-11:30) or one afternoon (12:00-3:30) per week must be kept free of other classes for this professional laboratory experience. Elementary education majors normally take it in the first semester of the freshman year. Secondary education students normally take it in the second semester of the freshman year.

#### **21. Social Foundations of Education 3 hours**

The historical basis of the present educational system, social impact and future implications. Cultural, ethnic and minority expectations of school. Legal rights and responsibilities of students and teachers. Human relations skills. PL 94-142. Educ. 21 is to be taken at the sophomore level. Offered both semesters each year: TTh 8:35-9:50. Clinical and/or field experiences in multi-cultural settings, comprising approximately 40 clock hours.



**43.\* General Methodology, Organizational Principles and Classroom Management for Middle and Secondary Teachers 2 hours**

Classroom management, teaching process, instructional media, basic measurement theory, general principles of curriculum development, and individualization. This course must be taken by all elementary, all-grade and secondary teachers in conjunction with student teaching.

**45.\* Curriculum and Organization: 1-8 2 hours**

A course specially designed for all-grade teaching majors in music and physical education. In addition to a discussion of the general elementary curriculum, the course also considers the self-contained 1-8 classroom and the 6-8 organization of middle school programs. Offered second semester each year: TTh 11:00-11:50.

**46.\* Middle School Language Arts (English 47) 3 hours**

A study of the nature of language as particularly exemplified by English. The course offers special study in etymologies, meaning, and the units of English grammar from the morpheme to the sentence. Emphasis is on contemporary approaches and new trends in the middle school curriculum. Offered first semester each year: TTh 12:35-1:50.

**55. Independent Study 1-3 hours**

**59. Teaching Creative Writing 3 hours**

A course in writing based on the developmental theories of Piaget and Bruner. Whole language theoretical concepts as applied to elementary through secondary schools are presented. Experiential learning activities with props and prompts to assist students to learn how to write will be used.

**61.\* Exceptional Children in the Classroom (PE.29) 4 hours**

Theory, techniques and methodology relative to the exceptional children in the classroom. This course compares and contrasts the "normally developing student" with the "exceptionally developing student" in areas of physical, emotional, communicative and learning abilities/disabilities. The use of mainstreaming, an individualized education program (IEP), and related services for the handicapped child are explored. PL 94-142 and PL 99-154. Required of ALL elementary teachers and all secondary teachers for Illinois: Offered first semester each year: MWF 11:00-12:15. Clinical and/or field experiences comprising approximately 40 clock hours.

**62.\* Introduction to Learning Problems 4 hours**

This course focuses on differences among the various types of exceptionalities, types of mild learning disabilities, basic concepts, history, incidence, and implications relating to academic performance in all areas. A one credit hour field or clinical experience is required with the course.

**Prerequisite: 2.50 cumulative GPA. Offered second semester of each year. MWF 7:40-8:50 AM.**

**63.\* Identification of Specific Mild Disabilities 4 hours**

This course concentrates on assessment procedures and techniques, agencies and personnel, and materials used in identification of Mild Disabilities. Students learn to administer, evaluate, and interpret various formal and informal tests. Procedures for using the acquired diagnostic information in writing IEP's is also covered. A one credit hour field or clinical experience with MD students is required with this course.

**Prerequisite: 2.50 GPA. Educ 61 or Educ 62.**

**64.\* Methods and Materials for the Learning Disabled Student 4 hours**

General and specific techniques and materials including appropriate hardware and software for use with the learning disabled student in special classes or mainstreamed into the general education classroom are covered. Practice in the



utilization of these methods and materials at all grade levels will be provided. A one credit hour field or clinical experience is required with this course.

**Prerequisite:** 2.50 GPA. Two from Educ 61, 62 or 63. Fee \$25.00.

### **METHODOLOGY COURSES FOR ELEMENTARY TEACHERS**

#### **70.\* Methods in Science for Elementary Teachers 2 hours**

Techniques and methods of teaching elementary science. Curriculum development, laboratory methodology, individual diagnosis, remedial teaching, computer-assisted instruction and evaluation. Offered second semester each year. MW 2:00-2:50.

**Prerequisite:** Educ. 74.

#### **71. Language Arts for Elementary Teachers 2 hours**

An introduction to the language arts segments of reading instruction in the elementary school. Methods of language development, handwriting and spelling are included. The study of ethnic, cultural and linguistic differences and deficiencies and their effects on reading readiness and ability are explored. Educ 71 is offered during the first semester each year: TTH: 2:00-2:50

#### **72. Developmental Reading for Elementary Teachers 3 hours**

A detailed study of basic and developmental reading programs and methods. The study of ethnic, cultural and linguistic differences and deficiencies and their effects on reading readiness and ability are explored. PL. 94-142 and PL. 99-154. TTH: 1:00-1:50. Clinical and/or field experiences, comprising approximately 40 clock hours. For elementary education majors, this experience is at the elementary or middle school level and is taken in the second semester of the freshman year. One morning (8:00-11:30) per week must be kept free of other classes for this professional laboratory experience.

#### **73.\* Children's Literature 2 hours**

A survey of diverse traditional and contemporary literature for children from kindergarten through junior high school. Emphasis is placed on types of literature, methods of use, authors and illustrators. Techniques of introducing children to literature and in developing and extending the appreciation of it through the use of all kinds of hard and software. The language arts and the creative arts will be stressed. Offered second semester each year: TTH 2:00-2:50.

#### **75. Methods in Social Studies for Elementary Teachers 2 hours**

Techniques and methods of teaching elementary social studies, curriculum development, individual diagnosis, remedial teaching, instructional media, and evaluation. Offered first semester each year: TTH 11:00-11:50.

#### **76.\* Diagnostic and Corrective Reading for Elementary Teachers 3 hours**

Emphasis is on the diagnosis of reading difficulties and appropriate corrective methods. The principles of measurement theory as they apply to diagnosis and evaluation are developed through the use and critiquing of formal and informal tests and materials. Offered first semester each year: MW 2:00-2:50. Clinical and/or field experiences comprising approximately 40 clock hours. Must be taken by all elementary education majors usually during the sophomore or junior years. One morning (8:00-11:30) per week must be kept free of other classes for this professional laboratory experience.

### **METHODOLOGY COURSES FOR MIDDLE, JUNIOR HIGH AND SECONDARY TEACHERS**

#### **77.\* Reading in the Content Areas-Grades 5-12 4 hours**

Helps to develop understanding of reading problems as they relate to learning, instruction, and evaluation in the specific subject areas. Adaptations necessary for the mainstreamed student are discussed. Cultural and ethnic differences will be



considered. Legal responsibilities for the mainstreamed student will be covered. PL. 94-142 and PL. 99-154. Offered first semester each year: TTH 11:00-12:15. Clinical and/or field experiences, comprising approximately 40 clock hours. One morning (8:00-11:30) or one afternoon (12:00-3:30) per week must be kept free of other classes for this professional laboratory experience.

**78. Diagnostic and Remedial Reading for Middle or Junior High and Secondary Schools 3 hours**

This course shall strive to develop understanding of reading problems encountered by students of this age level in subject-oriented materials. The curriculum and organization of the elementary school shall be reviewed as a foundation for the treatment of specific difficulties in each content area. Informal and formal measurement of reading levels and techniques to promote individualized and interdisciplinary learning shall be stressed. Adaptations for the mainstreamed student are discussed. Offered first semester each year: TTh 2:00-3:15.

**SPECIAL METHODS COURSES FOR MIDDLE, JUNIOR HIGH AND SECONDARY TEACHERS**

Each student preparing for middle, junior high and/or secondary teaching is required to take the methodology course appropriate for the major teaching area. Completion of this course is a requirement for certification and enrollment is limited to teacher education students. Curriculum development, laboratory methodology, individual diagnosis, remedial teaching, evaluation. Offered second semester each year. Normally the student will take this course in the junior year, as it cannot be taken with student teaching.

<b>EDUC 80*: The Teaching of Language Arts:</b>	<b>5-12</b>	<b>2 hours</b>
<b>EDUC 81*: The Teaching of Science:</b>	<b>5-12</b>	<b>2 hours</b>
<b>EDUC 82*: The Teaching of Mathematics:</b>	<b>5-12</b>	<b>2 hours</b>
<b>EDUC 84*: The Teaching of Physical Education:</b>	<b>5-12</b>	<b>2 hours</b>
<b>EDUC 85*: The Teaching of Music:</b>	<b>5-12</b>	<b>2 hours</b>
<b>EDUC 86*: The Teaching of Social Studies:</b>	<b>5-12</b>	<b>2 hours</b>
<b>EDUC 87*: The Teaching of Business:</b>	<b>5-12</b>	<b>2 hours</b>

**PROFESSIONAL LABORATORY EXPERIENCES**

The professional laboratory experiences are designed to give prospective teachers an opportunity to test their technique in actual school settings or under simulated conditions in a laboratory setting.

**90. Professional Laboratory Experience 1 hour**

This professional laboratory experience is designed for students who transfer into the College and into the Education Department for the preparation of being certified at the elementary/middle school levels. Clinical and/or field experiences, comprising approximately 40 clock hours. Must be taken prior to the student teaching experience. Offered every semester. One morning (8:00-11:30) or one afternoon (12:00-3:30) per week must be kept free of other courses for this professional laboratory experience. Pre-service teachers will be placed at the elementary or middle school levels. A letter grade is assigned to this one hour course. There is a fee of \$25.00.

**91. Professional Laboratory Experience 1 hour**

This professional laboratory experience is designed for students who transfer into the College and into the Education Department for the preparation of being certified at the junior high/middle/secondary school levels. Clinical and/or field experiences, comprising approximately 40 clock hours. Must be taken prior to the student teaching



experience. Offered every semester. One morning (8:00-11:30) or one afternoon (12:00-3:30) per week must be kept free of other courses for this professional laboratory experience. Pre-service teachers will be placed at the middle or secondary school levels. A letter grade is assigned to this one hour course. There is a fee of \$25.00.

**93.\* Professional Laboratory Experiences: Middle School 1 semester hour**

Clinical and/or field experiences, comprising approximately 40 clock hours. Must be taken by all elementary education majors along with Educ. 76, usually during the sophomore or junior years. One morning (8:00-11:30) or one afternoon (12:00-3:30) per week must be kept free of other classes for this professional laboratory experience.

**94. Professional Laboratory Experiences: Reading 1 semester hour**

Clinical and/or field experiences, comprising approximately 40 clock hours. For elementary education majors, this experience is at the elementary or middle school level and is taken along with Educ. 72 in the second semester of the freshman year. For prospective secondary teachers, the experience is at either the middle or secondary school and is taken in the first semester of the junior year, along with Educ. 77. For prospective all-grade teachers, the experience is at the elementary, middle or secondary level and is taken along with Educ. 77 in the first semester of the junior year. One morning (8:00-11:30) or one afternoon (12:00-3:30) per week must be kept free of other classes for this professional laboratory experience.

**97.\* Professional Laboratory Experiences: Pre-Student Teaching 1 hour**

Field experiences comprising approximately 40 clock hours.

**Prerequisite: Teacher Education Committee approval; 2.50 cumulative index.**

**98.\* Student Teaching: Elementary 10 hours**

A semester's program of observation and teaching in an approved elementary school. For the grading system in Ed. 98 see Pass/Not Pass option. To be taken with Educ. 43.

**Prerequisite: Teacher Education Committee approval; 2.50 cumulative index.**

**99.\* Student Teaching: Secondary 10 hours**

A semester's program of observation and teaching in an approved middle or secondary school. For the grading system in Ed. 99 see Pass/Not Pass option. To be taken with Educ. 43.

**Prerequisite: Teacher Education Committee approval; 2.50 cumulative index.**

## Department of English — Journalism

The Department of English offers majors in English-Literature and in English - Creative Writing. It also supervises the minor in Journalism.

Majors in English-Literature include those who envision a career in teaching, either at the high school level or at the college level after graduate school; those who want to work in fields demanding skill in writing communication (advertising, public relations, journalism and the other media); and others who may want to expand their minds beyond the everyday world of their professional work day.

Majors in English - Creative Writing include those who wish seriously to pursue careers in creative writing, as well as those who intend to work in such fields as journalism or other media, and those who want writing to be a part of their lives.

The Journalism minor, in conjunction with a suitable major, can help those who wish to enter this career in any of the media.

Since only about two-thirds of college graduates, within ten years of graduation, are in fields related directly to their majors, it may be worthwhile to consider the study of English as one that can keep a person flexible enough intellectually to bend with the pressures of an uncertain future. No matter what our line of work, we always will need people who can communicate.



We strongly urge our students to study another language. This is not only for the enrichment of one's own intellect, but for insights into the nature of language that an English major should be aware of within the depth of his or her professional life.

### **Departmental Requirements: English-Literature**

1. The requirement for a major sequence in English is 36 hours. Each major is required to take 6 hours from English 31-34, 6 hours from English 35-38, and English 45, and in addition should take 6 hours from English 22,23 and 24. The student is strongly urged to take 9 of these hours during the freshman year. The additional 15 hours required for the major should be chosen from courses numbered 30 and above. No more than six of these hours may be taken from the Creative Writing block.

2. The student majoring in English who wishes to graduate with a B.A. degree must show credit in intermediate foreign language. The B.A. degree is recommended for English majors who plan to do graduate work. The B.S. degree is also available for English majors (no foreign language requirement). Please consult your faculty advisor about this option.

3. The English minor must choose six hours from English 22,23 and 24. The remaining twelve hours can be chosen from the remaining course offerings. No more than six hours from the creative writing block may be counted toward the minor.

### **Suggested Program:**

1. Freshmen majoring in English-Literature should take: Core 1-2; English 22, 23 or 24, 3 hours from English 31-34, and 3 hours from English 35-38, if offered. Students who wish a B.A. degree should also enroll in a foreign language (e.g. German 11-12).

2. Students should discuss with a departmental advisor the minor or minors they propose to take. Freshmen are assigned a departmental advisor; upperclassmen may choose their own.

### **Teacher Education Requirements:**

Core 1,2,3,4,5,6,7,8,9; Educ 10,14,21,43,77,80,99.

Teaching major in English: Eng 43,45,46,47,48; 6 hours from Eng 35,36,37,38 (always including at least 37 or 38); 6 hours from 31,32,33,34 or 43; 9 hours of electives to complete the English major; C & TA 17; and either Journalism 21 or 22.

Teaching minor in English; Eng 46,47,48; 3 hours from 31,32,33,34 or 43; 3 hours from 35,36,37,38; and C&TA 17 and Journalism 21 or 22.

### **Departmental Requirements: English-Creative Writing**

1. The requirement for a major sequence in English-Creative Writing is 36 hours. Each major is required to take 6 hours from English 22, 23, and 24; C&TA 17; English 30, 39, 44, 47, and 56; and 12 hours from the English literature courses. Qualified students may include English 55 and 90 in place of 6 of these hours.

2. There is no minor in Creative Writing.

### **Suggested Program:**

1. Freshmen majoring in English-Creative Writing should take: Cores 1-2; English 22, 23 or 24; and 6 hours from the Creative Writing block. Students who wish a B.A. degree should also enroll in a foreign language.

2. All other course work should be taken after consultation with a departmental advisor.

3. The Creative Writing block includes English 30, 39, 44, 47 and 56; C&TA 17.

**Departmental Requirements: Journalism (minor only)**

1. The requirement for a minor sequence in Journalism is 18 hours. Each minor is required to take Journalism 21, 22, and 56; either Journalism 28 or 58; and six hours elected from Journalism 17, 23, or 31 or English 30. Qualified students may include Journalism 59 and 90 in place of these six elected hours.

**COURSES IN ENGLISH****20. A Basic Course in Written Composition 3 hours**

Student will write many short papers. Classroom instruction will emphasize clarity, organization, and thoroughness or development as well as conventional spelling and punctuation.

**22. An Introduction to Poetry 3 hours**

Extensive analytical reading of lyrics to promote appreciation of lyrical diction, motifs, metrics, forms, types, and structures, and also to learn the pertinent nomenclature.

**23. An Introduction to Fiction 3 hours**

An introductory study of such narrative techniques as plot development, characterization and point-of-view in fiction and related narrative modes. The course deals largely with the short story and is modern in its emphasis.

**24. An Introduction to Drama 3 hours**

An introductory course in the essentials of dramatic literature-plot, character, conflict, and theme. This course traces the development of Western civilization's drama and movements of modern drama such as realism, naturalism, expressionism. Since the Core Curriculum treats of ancient Greek drama, this course will emphasize modern drama.

**30. The Essay 3 hours**

A writing course in which the students will learn to recognize and to employ the variety of forms of the essay. Students will be required to read, analyze, and write a variety of essays.

**31-34. Periods of British Literature 3 hours each**

These period courses emphasize the major historical and literary movements of the time. At least one period course will be offered each year. The periods are:

31. *Seventeenth Century and Neo-Classical, 1600-1770*. Readings in the British poetic tradition from Donne to Pope, in Restoration drama and in prose fiction (e.g., Fielding).

32. *The Romantic Age, 1780-1830*. 3 hours. Readings of the major writers from Blake to Scott. Included for special consideration are Blake, Wordsworth, Coleridge, Austen, Byron, the Shelleys, and Keats.

33. *The Victorian Age, 1830-1890*. 3 hours. Readings in the major writers from Tennyson to Hardy. Included for special consideration are Tennyson, Browning, Hopkins, the Brontes, Dickens, and Hardy (novels).

34. *The Twentieth Century*. 3 hours. Readings of English and Irish writers of this century. Included for consideration are poetry from Hardy to Eliot, drama from Shaw to Osborne, fiction from Joyce to Greene.

**35-38. American Literature 3 hours each**

A four semester survey of major writers in America. The four semesters are grouped in the following chronological sequence:



35. The Age of Ideology and Revolution to 1850. 3 hours. readings of the major writers in America from Bradford to Melville. Included for study are such writers as Franklin, Irving, Hawthorne, Emerson and Thoreau.
36. *The Gilded Age, 1850-1920*. 3 hours. Readings of the major writers in America from Whitman to Dreiser. Included for study are such writers as Dickinson, Twain, James, Crane, Chopin and DuBois.
37. *The Modern Age, 1920-1950*. 3 hours. Readings of the major writers in America from Robinson to Wright. Included for study are such writers as Fitzgerald, Hemingway, Porter, Williams, Cummings, Hughes, Dos Passos and Faulkner.
38. *Contemporaries, 1950 to today*. 3 hours. Readings of the major writers in America today. Included for study are such writers as Roth, Baldwin, Updike, Tyler, and poets who seem to be particularly influential at the time the course is offered.

### 39. Creative Writing-Fiction

3 hours

A creative writing workshop in which students will write in a variety of fictional forms, critique each other's work, and read and discuss representative works by contemporary writers.

### 42. The Novel

3 hours

A study of the novel as a major literary form which cuts through national boundaries. The course will include novelists of the professor's choice such as Austen, Flaubert, Dostoyevsky, Joyce, Mann and Faulkner.

### 43. Shakespeare

3 hours

Reading in the Shakespearean corpus of tragedies and comedies. The sonnets are also included in the course, which emphasizes written critiques of the drama and poetry.

(Required of all English-Education Majors).

### 44 Creative Writing-Poetry

3 hours

A writing course in which the students will learn to recognize and employ a wide variety of poetic forms and techniques. Students will be required to read, analyze, and write a variety of poems.

### 45. Literary Criticism (Required of all English majors.)

3 hours

A study of the nature, basic values, and techniques of literature as interpreted by various critics. Insight into principles, criteria, and method is deepened through selected readings.

### 46. History of the English Language

3 hours

A study of the historical patterns necessary for understanding the English language as it is spoken and written today. The growth and development from old English through Middle English, phonology and linguistic change in meaning and the value of words, and into usage in modern English are emphasized.

(Required of all English-Education majors.)

### 47. Grammar and Expression (Education 46)

3 hours

A study of the nature of language that underlies the range of stylistic choices of expression in a variety of literary genres. Students will be expected to recognize basic sentence structures and the transformation of basic structures designed to achieve rhetorically and stylistically more effective writing. Students will be required to analyze as well as to write a variety of kinds of prose.

(Required of all English-Education majors.)

### 48. Advanced Writing (Required of all English-Education majors.)

3 hours

Advanced study of the major forms of writing: expository, persuasive, expressive, and creative. Offered second semester each year: MWF 11:00-12:00.

**55. Independent Study 1-3 hours****56. Creative Writing-Feature Writing 3 hours**

A writing course in which students read and write a variety of newspaper and magazine feature articles. Students will learn how to select markets for free lance feature articles and how to prepare manuscripts for submission to prospective publishers.

**58. Major Writers 3 hours**

A course of study in the major works of a significant world writer or group of writers. In the past writers such as Chaucer, Milton, Dickens, O'Neill, Frost, Eliot, Mann, and Hardy have been given special study.

**59. Special Studies in Literature 3 hours**

A course of study in a major literary topic. Some of the courses offered in the past have included *Existentialism*, *Modern Poetry*, *The Russian Novel*, *Myth and Philosophy*, *American Drama*, *Afro-American Literature*, *The Harlem Renaissance*, *American Radicalism*, *Philosophy and Tragedy*.

**90. Internship 3 hours**

Available to qualified students. Participants will work in College-approved off-campus intern programs in publishing or editorial fields.

**COURSES IN JOURNALISM****17. Communications in Mass Media (C&TA 17) 3 hours**

A study of the forms of communication involved in the mass media (print, radio, television and film). Basic theories of Message, Receiver, Channel, and Sender are applied in classroom exercises through oral reports, surveys and research. (Required of all English-Education majors.)

**21. Introduction to Newspaper Writing, Reporting, & Editing 3 hours**

Practice in news style writing, gathering information, and editing for publication. Major emphasis on style manuals and grammar, plus discussion of feature, column and editorial writing styles as they pertain to the College's biweekly newspaper. Includes one hour of lab per week.

**22. Basic Design for Newspapers and Other Publications 3 hours**

Practice in type selection, copyfitting, photo and illustration selection and use, paste-up skills and printing processes, plus introduction to MacIntosh/Pagemaker desktop publishing in connection with the College newspaper. Includes one hour of lab per week.

**23. Photojournalism (C&TA 20) 3 hours**

The use of cameras and films and the developing and printing of black and white photographs used in journalism. Planning, taking and editing news pictures; writing cutlines and captions; the technique of the picture story.

**28. Journalism Ethics (C&TA 30) 3 hours**

A comprehensive study of legal and ethical considerations inherent to a free press in a free society. More than 200 case histories plus a series of guest speakers add depth and insight to a course that probes ethical codes and value systems in the mass news media. Special emphasis is given not only to how the press functions, but to why it functions as it does.

**31. Newspaper Editorial/Management Practices & Policies 3 hours**

A practical overview of professional practices and corresponding policies in the gathering, writing, and editing of news.



**55. Independent Study 1-3**

**56. Feature Writing (English 56) 3 hours**

A writing course in which students read and write a variety of newspaper and magazine feature articles. Students will learn how to select markets for free lance feature articles and how to prepare manuscripts for submission to prospective publishers.

**58. Media and the Law (C&TA 58) 3 hours**

*Journalism Minors may take the following course with the consent of the departmental supervisor and an overall minimum GPA of 3.00.*

**90. Internship 3 hours**

Available to qualified students. Participants will work in College-approved off-campus intern programs in publishing or editorial fields.

**Department of Foreign Languages**

The courses offered by the Department of Foreign Languages are designed to fulfill these general aims: (1) to provide the student with a basic knowledge of modern and classical language; (2) to offer through the study of language an insight into and an appreciation of the literature and culture of other peoples. More specifically, the department's purpose is to provide the student with the basic skills in a language — namely, the ability to read, write and speak modern languages and to read and write classical languages — in preparation for entrance into graduate school, theological seminaries and the teaching profession.

Overloads caused by course work in foreign languages will not be charged to the student, for a maximum of three hours per semester.

**Departmental Requirements:**

The prerequisite for entry into intermediate foreign language is two years of high school work or 6 credits of college level work in that language.

The completion of 6 credits (usually intermediate 21-22) beyond the elementary level 11-12 of a foreign language fulfills the language requirement for the bachelor of arts degree.

The completion of 6 credits beyond the intermediate level 21-22 of a foreign language (provided that at least 12 credits of college level work beyond elementary 11-12 be included) fulfills the College's requirement for a minor.

**Teacher Education Requirements:**

*Teaching minor in French:* French 21-22, 31-32, 35-36, 49,55.

*Teaching minor in German:* Ger 21-22, 26,31,32,33-34, 55.

*Teaching minor in Spanish:* Span 21-22, 31, 32, 35, 36, 41, 42.

**COURSES IN FRENCH**

**11-12. Elementary French 6 hours**

This introductory course insists on pronunciation, vocabulary building, free conversation, and structural analysis. Development in speaking, writing, and reading is encouraged by emphasis on aural comprehension and free conversation. Dialogue between students is carried on in class.

**21-22. Intermediate French 6 hours**

The thorough presentation of grammar is aimed at increasing the student's ability to understand and speak French. Short literary and cultural readings are included, with discussion in French. Application of grammatical usage is made in classroom dialogues. Training in oral and written expression is intensive.

**31-32. Advanced Composition and Conversation 6 hours**

Correct, idiomatic and effective writing and speaking in French. Written and oral communication pertinent to commercial situations will be emphasized. The class is conducted primarily in French.

**Prerequisite: French 22 or equivalent.**

**35. French Literature I 3 hours**

A survey of seventeenth and eighteenth century French literature, to be read in French.

**Prerequisite: French 12 or above.**

**36. French Literature II 3 hours**

A survey of nineteenth and twentieth century French literature, to be read in French.

**Prerequisite: French 12 or above.**

**49. French Civilization 3 hours**

This course deals with French religion, philosophy, history, literature, art, and music. Knowledge of the French language is required.

**55. Independent Study 1-3 hours****COURSES IN GERMAN****11-12. Introductory German 6 hours**

Exercises in pronunciation, essentials of grammar, and functional vocabulary. Intensive reading from graded texts.

**21-22. Intermediate German 6 hours**

Review of grammar. Practice in reading and writing. Required selections from modern works in the narrative, dramatic, and scientific styles.

**26. Scientific German 3 hours**

An intensive reading for students majoring in science. This course may be substituted for German 22.

**31. Advanced Composition 3 hours**

Correct, idiomatic and effective writing in German. Translations are assigned, as well as topics for individual creative writing.

**32. Advanced Conversation 3 hours**

Systematic and intensive German oral practice. Topics are assigned for individual presentation and group discussion. The class is conducted in German and audio-visual aids are used to perfect pronunciation.

**33. German Civilization 3 hours**

A survey of the history and culture of the German speaking countries in Europe from the beginnings to the present.

**34. German Literature 3 hours**

A survey of German literature with selections from classical and contemporary German literature to be read in German.

**COURSES IN LATIN****11-12. Introductory Latin 6 hours**

Latin 11 is a study of fundamentals aimed at an early acquisition of a reading knowledge of Latin. Latin 12 is a continuation of Latin 11.



**21-22. Intermediate Latin 6 hours**

Latin 21 aims to develop the student's ability to recognize grammatical usage through composition and selected readings of moderate difficulty. Latin 22 is a continuation of Latin 21.

**31. Medieval Latin 3 hours**

An introduction to the grammar and syntax of Medieval Latin, with readings from medieval literature.

**Prerequisite:** Latin 22.

**33. Vergil I 3 hours**

A study of the author, reading of the entire *Aeneid* in translation, thorough reading of Book I in Latin, and exercises in Latin metrics.

**34. Vergil II 3 hours**

A continuation of work on Latin metrics begun in Latin 33, a thorough reading of Book II of the *Aeneid*, and selections from subsequent books.

**55. Independent Study 1-3 hours****COURSES IN SPANISH****11-12. Introductory Spanish 6 hours**

Drill in the basic grammatical rules. Simultaneous development of the four ends of language study: reading, aural comprehension, writing and speaking.

**21.-22. Intermediate Spanish 6 hours**

Review of basic grammatical forms, plus advanced grammar and idiomatic usage. Reading of selected texts and written reports are required.

**31. Spanish and Spanish-American Civilization and Culture 3 hours**

Readings and discussions of the history, civilizations, and art of the various Spanish speaking countries of the world. Knowledge of the Spanish language is required.

**32. Advanced Composition and Conversation 3 hours**

A major concentration in the practical application of business while reinforcing spoken and written expression of Spanish. Basic training in the language is a prerequisite.

**35-36. Spanish Literature 6 hours**

Survey of Spanish literature from its beginnings to modern times. Selected readings from the most important authors. Written and oral reports are required.

**41-42. Spanish-American Literature 6 hours**

A survey of Spanish American literature with emphasis on the nineteenth and twentieth centuries. Selected readings from representative authors from various countries.

## Department of Geology

The courses offered by the Department of Geology are designed to meet the following objectives: 1. expose the student to the multitude of natural phenomena that embrace the Earth, and in so doing broaden the appreciation and understanding of this finite environmental system; 2. to permit the student with a major in Geology an opportunity to concentrate in geobiology (paleontology-oceanography), geology-physics (geophysics-engineering geology), geology-chemistry as career or graduate study option; 3. to provide interested students an opportunity to concentrate in Earth Science as a teaching major or minor; 4. make available a minor sequence for students interested in geoscience.

**Departmental Requirements:**

1. Geology 11 is a prerequisite for all upper level courses in Geology.
2. The programs presented for Geology options should be followed; however, where essential they may be modified to meet special professional or graduate study requirements.
3. The requirements for a minor sequence in Geology is 18 hours including Geology 11, 12.

Some geology courses have a required lab fee.

**Teacher Education Requirements:**

Core 1,2,3,4,5,6,7,8,9;

Educ 10,14,21,43,77,81,99. *Teaching major in Earth Science:* Biol 01 and 33; Math 25,26; Geology 11,12,24,25,26,28,32 and 6 hrs. chosen from the additional Geology offerings. A supporting area in Biology (11-12,25,37), Chemistry (11-12,31-32) or Physics (21,22,31, 3 hrs. elective) must also be included.

*Teaching minor in Earth Science:* Geology 11,12,24,25,26 and 9 hrs. elected from 32,33,35,36,39,41,43.

**Program Options Leading to  
Bachelor of Science Degree**

**Suggested Program In Geoblology:**

Freshman: Core 1-2; Chemistry 11-12; Geology 11-12; Mathematics 7 or 25; Elective. Sophomore: Core 3-4; Biology 11-12; Geology 33; Elective. Junior: Core 5-6; Core 7-8; Biology 37 and Geology 36; Computer 11; Elective. Senior: Core 9-10; Biology 25, 32, and 33; Geology 41,44; Elective.

**Suggested Program In Geology-Chemlstry:**

Freshman: Core 1-2; Chemistry 11-12; Geology 11-12; Mathematics 7 or 25; Elective. Sophomore: Core 3-4; Geology 33; Computer 01,02,03,04; Mathematics 25-26; Elective. Junior: Core 5-6; Core 7-8; Chemistry 33; Geology 44; Physics 21-22. Senior: Core 9-10; Chemistry 45-46; Geology 43 and Geology elective; Elective.

The student interested in this area should take *elective courses* in Writing and Foreign Language (Spanish is a good possibility).

Additional mathematics and/or computer studies are valuable.

**Suggested Program In Geology-Physlcs:**

Freshman: Core 1-2; Chemistry 11-12; Geology 11-12; Mathematics 7 or 25; Elective. Sophomore: Core 3-4; Geology 33-39; Mathematics 25-26; Physics 21-22; Elective. Junior: Core 5-6; Core 7-8; Geology 34-44 and 36 (Field Methods and Mapping); Mathematics 35; Physics 31-33 or 46. Senior: Core 9-10; Geology 37-43; Economics 23-24; Elective.

**COURSES IN GEOLOGY****11. Earth Science****3 hours**

This course introduces the student to earth studies through a study of the following topics: rock weathering, mass wasting, sculpture of lands by streams, subsurface water, soils, glaciation, eolian processes, marine erosion and deposition, volcanism, deformation of the earth's crust, earthquakes, the common minerals and rocks, topographic maps. Two lectures and one laboratory period each week.



**12. Historical Geology 3 hours**

A study of the geochronology through the following topics: earth history recorded in the rocks, the constant change of living things, the scale of time, the Precambrian, Paleozoic, Mesozoic, Cenozoic world, fossils, geologic maps and charts. Two lectures and one laboratory period each week.

**Prerequisite:** Earth Science 11.

**24. Anthropological Geography 3 hours**

A conceptual course tracing the evolution of man and races, the character and arrangement over the earth of the physical-biotic systems that constitute the natural surroundings of man and concepts evaluating the significance to man of the natural surroundings. Offered every Winter of odd-numbered years.

**25. Astronomy 3 hours**

A non-mathematical introduction to astronomy including the history of astronomy, determination of location using celestial bodies, and main features of the known universe. Also an emphasis on tools used in astronomy and speculation concerning the origin of planets, stars, and galaxies. Offered every Fall of even-numbered years.

**26. Meteorology 3 hours**

An introduction to meteorology with emphasis on the vertical structure of the atmosphere, cloud formations, general air circulation, air mass exchange, and various atmospheric and weather processes. Offered every Winter of even-numbered years.

**28. Man and His Environment 3 hours**

The treatment of contemporary concepts of analyzing the problems and characteristics of the environment. Discussion of current literature from various pertinent disciplines is emphasized. Offered every Winter of odd-numbered years.

**32. Economic Geography 3 hours**

A study of the principal economic and commercial regions of the Earth. The emphasis of the course is placed on agriculture, water resources, manufacturing, and extractive (mining) centers. There is also a general presentation of the cultural, political, and social impact on the economic enclaves. The course is designed to meet the interdisciplinary needs.

**Prerequisite:** Geology 11 is desirable but not required.

**33. Mineralogy 4 hours**

A course dealing with physical, chemical, descriptive, economic, and determinative mineralogy, and the fundamentals of crystallography. Two lectures and two laboratory periods each week.

**Prerequisite:** Chemistry 11, 12 or consent of Instructor.

**34. Optical Mineralogy 3 hours**

Theory and practice of determining the optical properties of minerals with the aid of the petrographic microscope. One lecture and two laboratory periods per week. Offered every Fall of odd-numbered years.

**Prerequisite:** Geology 12, 33.

**35. Geomorphology 3 hours**

The study of the land forms produced by various geologic processes on the surface of the earth; the use of land forms in the determination of geologic history. Two lectures and one laboratory period each week.

**Prerequisite:** Geology 12.

**36. Field Methods and Mapping 3 hours**

This course treats the use of the transit theodolite, plane table and alidade, Brunton compass, and other instruments used in field mapping and problems. Offered in the Spring Session.

**Prerequisite:** Geology 11,12 or consent of Instructor.

**37. Aerial Photographic Interpretation 2 hours**

This course embraces the evaluation and depiction of geologic phenomena, vegetal distribution, drainage patterns, and cultural features. Two two-hour laboratory periods per week. Offered every Winter of even-numbered years.

**39. Petrology 3 hours**

A study of the formation, occurrence, and characteristics of the common rocks together with their field identification. Two lectures and one laboratory period each week. Offered every Winter of even-numbered years.

**Prerequisite:** Geology 12,33.

**41. Invertebrate Paleontology 4 hours**

Morphology, classification, geologic significance of fossils; special emphasis on the study of index fossils of North America. Three lectures and one laboratory period each week. Offered every Fall of odd-numbered years.

**Prerequisite:** Geology 12.

**43. Structural Geology 4 hours**

A study of the framework of the earth's crust, the deformation of the earth, its causes and effects. Three lectures and one laboratory period each week. Offered every Fall of even-numbered years.

**Prerequisites:** Geology 12 and Math 7.

**44. Stratigraphy and Sedimentation 4 hours**

Methods of description, classification, interpretation, and correlation of rock units. Laboratory exercises are designed to aid in understanding stratigraphic problems, fundamentals of sediment study methods, paleo-environments, and facies changes. Two lectures and two laboratory periods each week. Offered every Winter of odd-numbered years.

**Prerequisites:** Geology 12, 39, 41.

**55. Independent Study 1-3 hours****59. Environmental Systems 3 hours**

This course is conducted as a seminar with faculty from Biology and Earth Science Departments sharing in the selection of specific topics to be covered. It is intended to provide the student with current information on governmental agencies and legislation concerned with the environment. Further, considerable time will be spent on causes and cures of environmental destruction from an engineering point of view. Offered every Fall of even-numbered years.

## Department of History

The Department of History offers to enlarge the student's intellectual horizon by an ordered, meaningful, and up-to-date inquiry into man's past. This includes not only courses in United States and European history, but also introductions into several areas of non-Western history and into the basic skills of historical research itself. Concentration in history prepares the student for graduate studies, entry into law school, and teaching in secondary schools, as well as providing a broad, cultural basis for a later career in various fields of business or the arts. The Department encourages students to enroll in a number of commerce courses as a method of broadening their interests.

### Departmental Requirements:

A major sequence in history requires 36 hours including Hist 23-24,25; and courses selected from each of the following three fields: Europe: any 2 of the following: (Hist. 32,45,47,48,49); American: any 1 of the following: (Hist. 30,33,34,36,37,38,39); Non-Western: any 1 of the following: (Hist. 40,41,42,43,44). A minor in history must include courses from at least two of these fields.



**Suggested Program:**

1. Freshman students majoring in History will take: Core 1-2; History 23-24 or 25 (when offered); and Political Science 21. Foreign language is recommended as a freshman elective.

2. Electives recommended for the sophomore year are the following: Economics 23-24, or courses in business administration.

3. Political Science 44, International Relations, may be counted towards the 36 hours required for a major in history.

**Teacher Education Requirements:**

Core 1,2,3,4,5,6,7,8,9;  
Education 10,14,21,43,77,86,99. *Teaching major in social studies with world and American history as primary areas and a supporting area in government:* Hist 23,24,25; elect 12 hours from 33,34,36,37,38,39,40; elect 6 hours from 32,41,42,43,44,45,47,48,49; Political Science 21,22 and six additional hours in political science and the College major in history.

**23-24. United States History, I-II 6 hours**

A study of American civilization from its European origins until 1865 in the first semester; its development since 1865 until the present is considered in the second semester.

**25. Modern Europe 3 hours**

A general survey of European history and civilization from 1500 to the present. Offered in alternate years.

**30. American Civil War 3 hours**

Traces the emerging political and moral crises that led to the conflict. Secession and military developments will be examined, along with the political background and life on the home fronts.

**31. Research Methods in the Social Sciences (Soc. 31; Pol. Sci. 31; Psych 31) 3 hours**

An introduction to the qualitative and quantitative methods employed by social scientists. Emphasis is given to alternative choices of design, sampling techniques, instruments and appropriate interpretive and analytical procedures encountered in process of social scientific research.

**32. Ancient Greece and Rome 3 hours**

A survey of ancient history in the Mediterranean area with principal attention given to the institutions and achievements of Greece and Rome. Offered in alternate years.

**33. The American Frontier 3 hours**

The history of the American frontier with emphasis upon westward expansion, continuous settlement, and the import of the frontier experience on American cultural and political ideas and institutions. Offered in alternate years.

**34. Jeffersonian/Jacksonian America 3 hours**

A study of America in the formative years after independence, with special emphasis on Jefferson and Jackson and American life during their administrations. Offered in alternate years.

**36. Recent America 3 hours**

American political and social history is stressed from 1945 through the Bush Presidency. Offered in alternate years.

- 37. American Foreign Relations (Pol Sci 32) 3 hours**  
A survey of United States relations with Europe, Latin America, Russia, and the Orient, tracing the origins and development of our foreign policy and the history of the men who framed it. Offered in alternate years.
- 38. American Economic History (Economics 42) 3 hours**  
Included are the physical environment of American economic development, colonization, continental expansion and industrialism, the economy during war time, prosperity, and depression.
- 39. Colonial America 3 hours**  
The social and religious history of colonial Americans is stressed from the Euro-Indian exchanges to the American Revolution. Offered in alternate years.
- 40. History of Latin America 3 hours**  
After some consideration of the colonial backgrounds, stress is placed on the major nations of Latin America since the Wars of Liberation to the present. Offered in alternate years.
- 41. History of Modern East Asia 3 hours**  
The Western impact on the Far East and the Eastern response in the 19th and 20th centuries. International relations are appropriately emphasized, but full attention is given to the more fundamental factors of Chinese and Japanese institutions and ideas.
- 42. Modern Middle East 3 hours**  
A survey of the major developments in the Middle Eastern countries between Libya in the West and Iran in the East with a major emphasis on late 19th and 20th century trends.
- 43-44. History of Russia I-II 6 hours**  
The origins and growth of the Russian people and institutions from the eighth century to the present. Offered in alternate years.
- 45. Renaissance and Reformation 3 hours**  
Emerging modern Europe between about 1450 and 1648; the rise of national monarchies, the commercial revolution, the Renaissance, and the religious reformations.
- 47. Revolutionary Europe, 1789-1871 3 hours**  
The history of Europe from the French Revolution through the unifications of Germany and Italy.
- 48. Europe, 1890-1945 3 hours**  
The decline of Europe from its overwhelming world dominance in the late 19th century through its almost self-destruction in the two World Wars. The rise of the dictatorships and the Western democracies' struggle for survival are stressed. Offered in alternate years.
- 49. The Cold War — Since 1945. (Pol Sci 49) 3 hours**  
The major European developments since World War II. The rise of the U.S.-Soviet competition for world-wide supremacy, with special stress on its implications for Europe. Postwar European reconstruction and movements toward European unity are treated. Offered in alternate years.
- 54. Social Science Seminar 3 hours**  
Intensive consideration of a problem or issue of interest to social scientists. This is an interdisciplinary course in which students interact with faculty and students from other departments in the social sciences and undertake a research project utilizing the methods and perspectives found in their own major discipline. For upper-level students. By INVITATION ONLY.



**55. Independent Study** 1-3 hours

**59. Topics in History** 3 hours

Based on student interest and current trends and needs, the Department offers a number of topics and eras, for example: History of Africa, the American Revolution, and the Later Middle Ages.

## Human Services

The group major in human services is designed for students interested in the applied aspects of the social and behavioral sciences, most importantly psychology and sociology. The program is excellent preparation for students wishing to pursue careers in social work, criminal justice, mental health services, counseling, child welfare, aged/handicapped services, or other direct service areas. Since the program has considerable flexibility, students can select classes and practical experiences to meet their individual needs. Though some students may wish to pursue further graduate training, the human services program is also designed to meet the needs of students who desire to enter the human services professions at the baccalaureate level.

Students who select the human services program will be given a solid foundation in social and psychological theory and method. In addition, all students are required to take a series of applied courses. A variety of practice settings, including public welfare departments, mental health facilities, nursing homes, correction facilities, etc., may be arranged.

### Program Requirements:

- 1) Required for graduation are the 45 hours of the Core Curriculum, the 54 hours of the group major, and 21 hours of electives.
- 2) The 54 hours of the group major are to be distributed as follows:
 

Human Services Core	15 hours
Common Body in Theory and Research Methods	21 hours
Electives in psychology and sociology	18 hours
- 3) The 18 hours of electives must include a minimum of 9 hours of practical experience. This minimum can be met in one of two ways:
  - a. by completing an internship (Soc. 90 or Psych. 90);  
*Note: Though an internship is not required, it is recommended that students in human services consider one. All internships must be done under faculty supervision and must include an independent project. Students who opt for an internship may also take additional practical experience course (practica) in preparation for the internship. Consent of the faculty coordinator is required for all these courses.*
  - b. by completing a minimum of 6 hours of practica (Psychology and/or Sociology 60) and Psychology 48 or Sociology 49. The latter are seminar type courses in which human services students will be expected to undertake an independent project related to their career interests and area of specialization.
- 4) Students must consult with their faculty advisor prior to scheduling courses each semester.

### Suggested Program:

- 1) Students are encouraged to take foreign language courses, especially if they anticipate working in urban or other bilingual areas.
- 2) Other areas that students may wish to consider include: political science (e.g. a course in State and Local Government), business (e.g. a Principles of Management course), and computer science.

**COURSES: — HUMAN SERVICES CORE — 15 hours**

Soc (Psych)	13	Introduction to Human Services
Soc (Psych)	14	Social Problems and Social Welfare
Soc (Psych)	28	Human Services Methods and Practice I
Soc (Psych)	29	Human Services Methods and Practice II
Soc (Psych)	41	Contemporary Social Policy

**COMMON BODY IN THEORY AND RESEARCH METHODS — 21 hours**

Psych	10	General Psychology
Soc	11	Introduction to Sociology
Soc	12	Culture and Society
Psych 27/Soc	32	Social Psychology (Individual and Society)
Psych 11/Soc	38	Statistics
Psych	35	Psychological Measurement and Evaluation
Psych 31/Soc	31	Research Methods in the Social Sciences

**Electives — 18 hours**

Consult the course listings under psychology and sociology.

**Humanities — G. Richard Schreiber Endowment**

Saint Joseph’s offers the opportunity for the obtaining of a two-year Associate in Arts degree in the Humanities. The program includes the entire Core Curriculum plus fifteen hours elected from the fields of Communications and Theatre Arts, English, Foreign Languages, Music, Philosophy, and Religion. Although the requirements might be taken over a longer period of time, if one were to complete the degree in four semesters, the schedule of courses would be:

First Year		Second Year	
<u>Sem. I</u>	<u>Sem. II</u>	<u>Sem. I</u>	<u>Sem. II</u>
Core 1	Core 2	Core 3	Core 4
Core 5	Core 6	Core 9	Core 10
Core 7	Core 8	Elective	Elective
Elective	Elective	Elective	

**International Studies**

A group major in International Studies, organized in 1977, was the natural out-growth of the internationalist thrust of the Saint Joseph’s Core Curriculum and of the personal commitments of a number of the College’s faculty. In a century when all peoples of the earth are becoming more and more aware of their interdependence, there is great need for college graduates who are prepared to serve in careers in the international field and who have learned how to think perceptively and with sensitivity in terms of the global Family of Man.

The group major in International Studies is an excellent preparation for careers with the federal government (over thirty agencies), the foreign service, public international organizations (United Nations, regional bodies), banking and business, consulting firms, research organizations, teaching, trade and professional associations, the media (press, radio, television), foundations and other private nonprofit groups (Red Cross, CARE, National Geographic).



The program described below has been put together after careful study of the competencies which a graduate entering a career position in the international field ought to have. Our program will provide the student with the opportunity to develop the following traits and skills:

- (1) a sense of the dignity of the human person, clarity of personal and cultural values, broad and deep understanding of the commitments of Christian humanism;
- (2) proficiency in speaking and writing, the ability to organize thoughts and introduce timely arguments, skill in logical analysis of problems;
- (3) basic skills in economic and political analysis, including both quantitative and qualitative approaches;
- (4) a conceptual grasp of history and contemporary events, and the ability to relate specific cases to general patterns;
- (5) knowledge of foreign peoples, languages and institutions, suggesting an ability to relate and to analyze across cultural and national lines.

#### **Departmental Requirements:**

- (1) Four semesters of a foreign language are required. Students may attain advanced placement according to College rules.
- (2) Required for graduation are the 45 hours of the Core Curriculum, the 54 hours in the group major, 12 hours in a foreign language and 9 hours of electives.
- (3) The 54 hours for the group major are to be selected in the following manner: 12-to 15 hours in the Values Component, 24 hours in the Systems Component, and 15-18 hours in the Areas Component.
- (4) Students should consult with their faculty advisor prior to scheduling courses each semester.

#### **Suggested Program**

- (1) All students must take within their first two years five courses which make up The Common Body of Knowledge. Those courses are: Philosophy of Human nature, Microeconomics, Comparative Government, Comparative Religions (whatever course currently taught as Special Studies in Religion) and Culture and Society.
- (2) In the freshman year students should take Cores 1 and 2, economics 23 (Microeconomics); Political science 22 (Comparative Government); beginning work in languages, and other offerings in the three components of the group major.
- (3) Internships can be arranged in the junior or senior year through the Washington Center for Learning Alternatives, Drew University's U.N. Semester, or the Agency for International Development. Students doing such an internship may be excused from the 6 hours of Intercultural Core (Cores 7 and 8) and the 3 hours of Core 10, if necessary, but in any case very careful counseling and advance planning are required to fit in an internship and not miss out on any required courses.
- (4) Study abroad experiences are encouraged. Those students choosing this option for Junior year should plan early because some changes may have to be made in Core sequencing.

**COURSES – VALUES COMPONENT (any 12 or 15 hours)**

PHIL	20	Philosophy of Human Nature*	3 hours
	42	Political Philosophy	3 hours
REL	30	Christianity in History	3 hours
	31	Religious Thinkers	3 hours
	53	Special Studies in Religion (e.g. Cults and the Occult-African Religions; Islam)*	3 hours

**COURSES – SYSTEMS COMPONENT (any 27 hours required)**

BUS	39	International Business & Multinational Operations	3 hours
	44	International Marketing	3 hours
	44	International Finance	3 hours
ECON	23	Principles of Economics: Microeconomics*	3 hours
	24	Principles of Economics: Macroeconomics	3 hours
	39	Comparative Economic systems	3 hours
	44	International Finance	3 hours
GEOLOGY	24	Anthropological Geography	3 hours
	32	Economic-Political Geography	3 hours
POL SCI	22	Comparative Government*	3 hours
	33	Political Parties and Pressure Groups	3 hours
	43	International Law & Organization	3 hours
	44	International Relations	3 hours
SOC	12	Culture and Society*	3 hours
	34	Urban Community	3 hours
	37	Law and Society	3 hours
	40	Sex Gender and Culture	3 hours
	44	Social and Political Movements	3 hours

**COURSES – AREAS COMPONENT (any 15-18 hours required)**

HISTORY	37	American Foreign Relations	3 hours
	40	History of Latin America	3 hours
	41	History of East Asia	3 hours
	42	Modern Middle East	3 hours
	43-44	History of Russia, I-II	6 hours
	48	Europe, 1890-1945	3 hours
	49	The Cold War – Since 1945	3 hours
ENGLISH	24	Introduction to Drama	3 hours
	42	The Novel	3 hours
	59	Special Studies	3 hours
FRENCH	36	French Literature II	3 hours
	49	French Civilization	3 hours
GERMAN	33	German Civilization	3 hours
SPANISH	31	Spanish & Spanish-American Civilization and Culture	3 hours
	8	Africa or Latin America (whichever is not taken to fulfill the Junior year Core requirement)	3 hours

\*Courses in Common Body of Knowledge

**Department of Mathematics**

The mathematics courses offered below are designed to help the student attain: 1) an understanding and appreciation of the fundamental methods of deductive reasoning; 2) adequate preparation for work in graduate and professional schools; 3) facility in the use of mathematics as a tool; 4) thorough familiarity with modern mathematical concepts.



### Departmental Requirements:

1. The requirements for a *major* sequence in Mathematics is 36 hours. The requirement for a *minor* sequence is 18 hours. Math courses numbered less than 12 do not count toward the major or minor.

2. A group-major in Mathematics-Computer Science will require a total of 54 hours: a minimum of 24 hours of computer science including CS 11, 12, 21, 22, 33, 34, 43 and 46; and a minimum of 30 hours of mathematics including Math 32 and 35. Math 36, 37, 38 and 42 are recommended.

All other group-majors involving mathematics will require a minimum of 21 hours of mathematics and a total of 54 hours.

### Suggested Program:

1. In the freshman year, students majoring in math will take: Core 1-2; Math 18, 25, 26; Computer 11.

2. Students should consult their faculty advisor in the mathematics department prior to scheduling courses.

3. The standard sequence of courses for science students and, in particular, for engineering students should be as follows: Mathematics 25, 26, and 35.

### Teacher Education Requirements:

Core 1,2,3,4,5,6,7,8,9;

Educ 10,14,21,43,77,82,99. *Teaching major in Mathematics:* Math 25, 26, 32, 33, 35, 43. Elect 3 hrs. from Math 42,44. Elect 3 hrs. from Math 38,40. Elect 3 hours from Math 36,37,39,46 or any Computer Science course and the major in Mathematics.

*Teaching minor in Mathematics:* Math 25,26,32,33,35,43. Elect 3 hrs. from math 38, 40; elect 3 hours from any upper level mathematics course.

### COURSES IN MATHEMATICS

#### 1. The Real Number System and its Theory for Teachers 3 hours

This course, designed specifically for pre-service teachers, stresses the number system structure. Numerical systems other than the Hindu-Arabic are given adequate treatment but they are not emphasized. The integers and number theory as related to the recent approaches in school mathematics are treated extensively.

#### 2. Finite Mathematics for Teachers 3 hours

Beginning with rational numbers and certain of their properties, the arithmetic operations (addition, subtraction, multiplication, and division) are studied carefully. Decimals, decimal operations and the role of the hand-held calculator then follow. Radicals, exponents, percents and computing interest are among the topics considered. The geometric part of the course is concerned with basic notions in the plane and in three dimensions. Some motion geometry is studied to generate the congruence concept. An elementary approach to coordinate geometry will include equations of lines and related distance and midpoint formulas.

#### 3. Statistics and Probability for Teachers 2 hours

#### 5. Computer Science for Teachers 1 hour

These two courses (3,5) are to be taken concurrently. The statistics and probability segment treats of how probabilities are determined, multistage experiments, methods of counting, statistical graphs, and measures of central tendency and variation. In the computer science segment, two languages will be introduced and used: BASIC and LOGO. The treatment of BASIC will include variables, operations and branching. With LOGO, after the introductory lessons with the "turtle" the emphasis will be on procedures using variables. The powerful tool of recursion will complete the segment.



**4. Methods of Teaching Mathematics 2 hours****6. Problem Solving as a Process 1 hour**

These two courses (4,6) are to be taken concurrently. Selected reading from the National Council of Teachers of Mathematics Journals (as they relate either to the elementary or the middle/secondary curriculum), as well as other curriculum studies, such as the Indiana Mathematics Guidelines, will take up the bulk of the desk work for these courses. The process of problem solving, namely, understanding the problem, devising a plan, carrying out the plan, and checking the results, will be studied in detail and solution/discussion of selected activities will take place.

**7. Basic Algebraic Skills 3 hours**

This course is intended as either a refresher course or a first course in algebra for those students who have been away from mathematics studies for some time. The course treats the following topics: operations on real numbers, linear equations and inequalities, exponents and polynomials, rational expressions, roots and radicals, and quadratic equations. The assignments will include attacking "word problems" as part of the skills to be acquired.

**8. Finite Mathematics 3 hours**

This course is designed specifically for students majoring in commerce. It is intended as a preparation for the course in business statistics required by the commerce departments. Topics include: set theory, symbolic logic, relations and functions, sequences and series, combinatorial analysis, and an introduction to the basic concepts of probability and discrete random variables.

**12. Foundations of Mathematics and Problem Solving as related to Algebraic Structures 3 hours**

The basic properties of algebraic structures are studied particularly through models. Extensive use of the properties are applied to traditional algebra. Detailed examples of specific algebraic structures are treated. The algebra of sets, the development of the concepts of number and numeration as well as the introduction to the construction of the rational numbers from the integers are studied in example form. The problem solving approach is carried out through the entire study. Students are expected to discuss the manner of discovery of the various concepts as the models and examples develop.

**18. Computer/Calculator Math 3 hours**

This course is intended for first-year students who plan to study mathematics as a college major or minor. It offers lessons and experiences in using both the Computer Algebra System, *Derive*, and a modern graphics/scientific calculator. The student will be guided through a set of tutorial sessions using *Derive* on the local computer network. These will include the graphing of functions and parametric equations, solving equations, factoring, finite sums, limits of functions, matrices, and the like. The course will also pursue many of these same experiences with the graphics/scientific calculator.

**23. Pre-Calculus 3 hours**

This course is intended for those who wish to study Calculus, but who need some preliminary mathematical work. It begins with some fundamentals of algebra, including sets, functions, and graphs. It treats of polynomial and rational functions, and includes the usual transcendental functions. It considers trigonometric identities and certain elements of analytic geometry, including conic sections.

**25. Calculus I 3 hours**

Including a first week review of pre-calculus, this course is an introduction to the Calculus through concepts involving limits of functions, continuity at a point, and the derivative; differentiating products, quotients, and composite functions are treated; implicit differentiation, the Extreme Value Theorem and the Mean Value Theorem



complete the content, with only a brief treatment of graph sketching and the application of the derivative. This course, together with Math 26 and 35, satisfies the calculus portion of the Indiana Department of Education requirement for Secondary Teacher Education students of mathematics.

**26. Calculus II 3 hours**

Continuing the introduction to the Calculus, this course pursues graph sketching noting asymptotic behavior, extrema, concavity, and related concepts. The definite integral is introduced with analytic geometry, then Riemann sums, and then the Fundamental Theorem of Calculus. Applications of the definite integral include area of regions, volumes, arc length and surface area. This course, together with Math 25 and 35, satisfies the calculus portion of the Indiana Department of Education requirement for Secondary Teacher Education students of mathematics.

**32. Modern Algebra I 3 hours**

This course is that portion of Abstract Algebra which studies elementary group theory. It considers the properties of groups, subgroups, and functions; this leads to groups of permutations and groups isomorphic to them. Homomorphisms of groups along with the induced quotient groups culminate in the Fundamental Homomorphism Theorem; this rounds out the course. Either Math 42 or this course fulfills the requirement for Modern Algebra by the Indiana State Department of Education for Secondary Teacher Education students of mathematics.

**33. Axiomatic Geometry 3 hours**

This course is a critical examination of the foundations of plane geometry, using an axiomatic approach. It deals with the Parallel Postulate, and ruler and compass constructions. Along with Math 43, this course fulfills the requirement for geometry by the Indiana Department of Education for Secondary Teacher Education students of mathematics.

**35. Calculus III 3 hours**

This course continues the calculus sequence with a study of L'Hopital's rule, the differentiation and integration of selected transcendental functions, and the techniques of integration, including integration by parts, trigonometric substitutions, partial fractions, and the like. Differential equations are only briefly introduced. The main thrust of the course is an in-depth study of infinite sequences and series, including power series, Taylor series and Taylor polynomials. This course, together with Math 25 and 26, satisfies the calculus portion of the Indiana Department of Education requirement for Secondary Teacher Education students of mathematics.

**36. Differential Equations 3 hours**

This course studies differential equations from a practical viewpoint. It combines the formal exercises of integrating the various standard types of differential equations with the setting-up of equations for problems from the natural sciences.

**37. Theory of Numbers 3 hours**

This course treats the elementary properties of integers. It studies divisibility of integers, Euclid's Algorithm, solutions to Diophantine Equations, prime numbers, congruences and quadratic residues.

**38. Probability and Statistics I 3 hours**

This course is an introduction to probabilistic models and the theory of probability. It includes the study of conditional probability, random variables of one, two and higher dimensions, as well as some characterizations of discrete and continuous random variables. Either Math 40 or this course fulfills the requirement for Probability and Statistics by the Indiana Department of Education for Secondary Teacher Education students of mathematics.

**Prerequisite: Mathematics 25**



**39. Numerical Analysis (Computer Science 46) 3 hours**

This course develops algorithms involving iteration to approximate solutions to various kinds of problems. It studies finite differences, interpolating polynomials for numerical differentiation and integration, as well as the solution of equations and differential equations. The hand calculator and the personal computer are the normal tools for this course.

**40. Probability and Statistics II 3 hours**

This course presents an introduction to inferential statistics beginning with a brief overview of descriptive statistics and probability, including discrete and continuous distributions, and the central limit theorem. The main emphasis is on estimation, hypothesis testing, and selected tests for small samples. It culminates in analyses of variance and bivariate data with correlation and linear regression. Either Math 38 or this course fulfills the requirement for Probability and Statistics by the Indiana Department of Education for Secondary Teacher Education students of mathematics.

**Prerequisite: Mathematics 25.**

**42. Modern Algebra II 3 hours**

This course is that portion of Abstract Algebra which studies elementary ring theory including ideals and quotient rings. It follows with a study of field theory and closes with a look at rings of polynomials and extension fields. Either Math 32 or this course fulfills the requirement for Modern Algebra by the Indiana State Department of Education for Secondary Teacher Education students of mathematics.

**43. Advanced Synthetic Geometry 3 hours**

This course is essentially an extension of Euclidean Geometry of the Plane. It includes notable points of the triangle, concurrency and collinearity, orthogonal circles, poles and polars and the concept of inversion. Along with Math 33, this course fulfills the requirement for geometry by the Indiana Department of Education for Secondary Teacher Education students of mathematics.

**44. Linear Algebra and Matrices 3 hours**

This course studies linear transformations and linear algebras, including the study of solutions to systems of linear equations. It treats the theory of matrices leading to the theory of vector spaces over a field. It studies the operations on matrices, including determinants, and uses these concepts in a variety of applications.

**45. Calculus IV 3 hours**

This course studies coordinate systems other than planar; it considers vectors and vector-valued functions in the plane and in three-space. Parametric equations with a consideration of tangent and normal vectors are studied in two- and three-dimensions. Differential calculus of functions of several variables are studied: partial derivatives, directional derivative and the gradient, normal lines and tangent planes. Multiple integrals involving regions in three-space are considered, as well as polar coordinates. Depending on the time constraints, cylindrical and spherical coordinate systems can also be considered.

**46. Advanced Calculus: Real Analysis 3 hours**

This capstone course of the calculus sequence is a modern, topological approach to real analysis. It deals with the concepts of bounded sets; convergence of sequences and sub-sequences of real numbers; continuous functions on metric spaces; open and closed sets; connectedness, completeness, and compactness; Riemann Integrals and derivatives; law of the mean; fundamental theorems of calculus; and improper integrals.

**Prerequisite: Mathematics 35.**

**55. Independent Study 1-3 hours**



# Department of Music

The aim of the Department of Music is to further the intellectual and aesthetic development of the student through the medium of music theory and practice, secular and religious. To achieve this aim, the department offers the Bachelor of Arts and Bachelor of Science degrees in music and the Associate of Arts degree in church music and liturgy. The student majoring in Music may concentrate in applied music, theory and composition, church music, or music education. Students concentrating in church music may emphasize organ, voice, choral conducting, piano, guitar or composition. Students concentrating in music education may emphasize a keyboard instrument, a band instrument, or voice.

## Department Requirements:

- 1. For students concentrating in applied music: Music 11, 12, 13, 14, 21, 22, 23, 24, 34, 43, 44, 45, 48, 50; 16 hours of applied music. A keyboard concentration may take all 16 hours on the given instrument. Non-keyboard concentrations are to include at least four hours of piano.
- 2. For students concentrating in theory and composition: Music 11, 12, 13, 14, 21, 22, 23, 24, 34, 37, 40, 41, 42, 43, 44, 48, 52, 62; eight hours of piano.
- 3. For students concentrating in church music: Music 11, 12, 13, 14, 15, 21, 22, 23, 24, 33, 34, 37, 43, 44, 45, 46; 6 hours of liturgy, and one of the following:

a. ORGAN emphasis		c. CONDUCTING emphasis	
Piano	4 hours	Piano	4 hours
Organ	8 hours	Organ	4 hours
Voice	2 hours	Voice	2 hours
b. VOICE emphasis		d. COMPOSITION emphasis	
Piano	4 hours	Piano	4 hours
Organ	2 hours	Organ	2 hours
Voice	8 hours	Voice	2 hours
		Composition	6 hours
e. GUITAR emphasis (summer only)		f. PIANO emphasis	
Guitar	5 hours	Piano	8 hours
Music 56	1 hour	Organ	4 hours
Keyboard	4 hours	Voice	2 hours
Voice	4 hours		

- 4. For the all-grade area major in music: the following are required
- |   |          |
|---|----------|
| Music 11, 12, 13, 14, 21, 22, 23, 24 .....                          | 16 hours |
| Music 33, 34, 43, 44.....   | 8 hours  |
| Applied Music.....  | 14 hours |
| Voice — 2 hours   |          |
| Piano — 4 hours   |          |
| Brass — 2 hours (private lessons or techniques class, Music 25)     |          |
| Woodwinds — 2 hours (private lessons or techniques class, Music 35) |          |
| Strings — 2 hours (techniques class, Music 38)                      |          |
| Percussion — 2 hours (private lessons)                              |          |
| Music 40 and 41.....  | 4 hours  |
| Music 15 and 46.....  | 4 hours  |
| Music 29 .....  | 2 hours  |
| Elective(s) in Music.....   | 4 hours  |
| Total .....   | 52 hours |

**N.B.:** The above requirements are for the all-grade area major in music. Students completing these requirements are certifiable by the State of Indiana to teach choral or general or instrumental music in grades kindergarten through twelve (K-12).

In addition to the all-grade area major, Saint Joseph’s College offers an all-grade major in Music (choral, or general, or instrumental). Regardless of the emphasis (choral, or general, or instrumental) music education students in the Music major program take the following:

Music 11, 12, 13, 14, 21, 22, 23, 24 .....	16 hours
Music 34, 43, 44 .....	6 hours
Music 40 or 41.....	2 hours
Music 15 and 46.....	4 hours
Music 29 .....	2 hours
Applied Music.....	variable
Choral: 14 hours (see below)	10-16 hours
General: 10 hours (see below)	
Instrumental: 16 hours (see below)	
TOTAL .....	43-49 hours

Applicable to Music major (choral): 6 hours of piano, 8 hours of voice, and at least four semesters of chorus participation are required.

Applicable to Music major (general): 6 hours of piano, 2 hours of voice, 2 hours of a non-keyboard instrument, at least two semesters of band participation, and at least two semesters of chorus participation are required.

Applicable to Music major (instrumental): 4 hours of piano, 6 hours of a single non-keyboard instrument, Music 38, and at least two hours of brass, and at least two hours of woodwinds, and at least two hours of percussion, as well as at least four semesters of band participation.

**Required Courses in Education Are:**

Educ 10:	Christian Education and the Human Situation	3 hours
Educ 14:	Educational Psychology	4 hours
Educ 21:	Social Foundations	3 hours
Educ 43:	General Methods	2 hours
Educ 45:	Curriculum and Organization (1-8)	2 hours
Educ 85:	Teaching Music in Secondary Schools	2 hours
Educ 77:	Reading in the Content areas Grades 5-12	4 hours
Educ 99:	Student Teaching	10 hours

5. For all students majoring *or minoring* in Music or enrolled in the group major program in Music/Business, participation in a faculty-directed major ensemble each semester is required. For those concentrating in music education (the all-grade major in music), participation in both band and chorus is required. For those concentrating in church music, participation in a choral ensemble is required. The required participation applies to every semester that the student is enrolled in the College. Ensemble participation will be indicated on the student’s transcript, without credit, but with a “Pass” grade.

6. For a minor in music: Music 11, 12, 13, 14, 34, 43; music electives — 6 hours.

7. All music majors, minors, and group majors must pass the music placement test, including fundamentals of musical notation and the sight-reading of elementary piano music, before enrolling in Music 11.

8. All music majors must pass the ear-training and piano proficiency examination prior to graduation.

9. All students enrolled in Music 11 and 13 will participate in corresponding labs which are Music 12 and 14 respectively.



- 10. All students enrolled in Music 21 and 23 will participate in corresponding labs which are Music 22 and 24 respectively.
- 11. Each semester all Music majors will perform in at least one of the several student recitals unless specifically excused by the chairman of the department.
- 12. For the Associate of Arts Degree in church music and liturgy: Cores 1, 2, 3, 4; Music, 1, 2, 3, 11, 12, 13, 14, 15, 46, 60; piano — 2 hours; organ — 3 hours; voice — 2 hours; guitar — 2 hours; elective in applied music — 1 hour; liturgy — 7 hours.
- 13. Courses in applied music may not be audited, nor may Composition be audited.

**GROUP MAJOR IN MUSIC-BUSINESS ADMINISTRATION**

- 1. Requirements for the group major include 45 hours in the Core Curriculum; the Common Body of Knowledge; 18 hours in business administration; 21 required hours in music.
- 2. Required music courses include Music 11, 12, 13, 14, and 15; two hours from Music 40, 41 or 42; Music 34, 43 and 44; three hours of applied music, including two hours of piano.

**COURSES IN MUSIC**

- 1. **Synthesis of Music History I (to 1700)** **1 hour**  
(Summers only)
- 2. **Synthesis of Music History II (1700-1900)** **1 hour**  
(summers only)
- 3. **Synthesis of Music History III (20th Century)** **1 hour**  
(Summers only)
- 4. **Music Fundamentals** **2 hours**
- 5. **Theory Integration** **1 hour**  
(Summer only)
- 8. **Music Appreciation** **2 hours**  
An introduction to, and survey of, music — vocal and instrumental, sacred and secular, “serious” and “popular,” from antiquity to the present.
- 11. **Music Theory I** **3 hours**  
Rudiments; notation; manuscript techniques; elements of music (rhythm, melody, harmony, color); texture; elementary forms; tonality and modality; triads in root position and inversions; harmonic progression, root movements, and voice leading; non-harmonic tones; harmonization of a given part; two-, three-, and four-part harmony; figured bass; cadences. Various written exercises and analysis of scores.
- 12. **Music Theory I** **1 hour**  
Lab with Mus. 11. Sightsinging, ear training, and keyboard harmony relevant to material of Music 11.
- 13. **Music Theory II** **3 hours**  
Continuation of Music 11. Harmonic rhythm; elementary chromaticism; modulation; the dominant seventh chord and secondary dominant chords with regular and irregular resolutions; sequence; evolution of harmonic theory through the major-minor system of tonal music. Various written exercises and analysis of scores.  
**Prerequisite: Music 11.**
- 14. **Music Theory II** **1 hour**  
Lab with Music 13. Continuation of Music 12. Sightsinging, ear training, and keyboard harmony relevant to material of Music 13.
- 15. **Principles of Conducting: Theory and Practice** **2 hours**  
Fundamentals of score-reading and baton technique.

- 21. Music Theory III** **3 hours**  
Continuation of Music 13. Chorale style; tonal counterpoint; sonata principle; harmonic expansion of the nineteenth century; chords of the complete and incomplete major and minor ninth of dominant function; diminished seventh chords of non-dominant function; chords of the ninth, eleventh, and thirteenth. Various written exercises and analysis of scores.  
**Prerequisite: Music 13.**
- 22. Music Theory III** **1 hour**  
Lab with Music 21. Continuation of Music 14. Sight-singing, ear training, and keyboard harmony relevant to material of Music 21.
- 23. Music Theory IV** **3 hours**  
Continuation of Music 21. The Neapolitan sixth chord; chords of the augmented sixth and other chromatic chords; extension of common practice; tonality-supporting and tonality weakening elements; pentatonic scale; whole-tone scale; synthetic scales; secundal, quartal, and quintal sonorities; pandiatonicism; polychordality and polytonality; atonality; twelvetone method. Various written exercises and analysis of scores.  
**Prerequisite: Music 21.**
- 24. Music Theory IV** **1 hour**  
Lab with Music 23. Continuation of Music 22. Sight-singing, ear training, and keyboard harmony relevant to material of Music 23.
- 25. Brass Techniques** **2 hours**  
A fee of \$65.00 is assessed for this course.
- 27. Musical Preparation for Elementary Classroom Teachers I** **2 hours**  
Music fundamentals are introduced in a way that is appropriate for the college student, but applicable to the elementary classroom, combining the study of music fundamentals with an introduction to techniques and skills that can be used in guiding the child's musical development. Lab fee. Offered first semester each year: TTh 11:00-12:00.
- 28. Musical Preparation for Elementary Classroom Teachers II** **2 hours**  
An introduction to, and survey of, music—vocal and instrumental, sacred and secular, “serious” and “popular”—from antiquity to the present. Offered second semester each year: TTh 11:00-12:00.
- 29. Choral and Instrumental Methods for Elementary and Middle School Music Educators** **2 hours**  
A study of basic musical experiences normally available in elementary and middle schools; means and methods of providing these experiences; investigation and training in Orff and Kodaly methods; investigation of school music texts, choral literature, and audiovisual aids.  
**Prerequisite: Mus 11 or equivalent.**
- 33. Music History and Literature I** **2 hours**  
A survey of music history and literature from Antiquity to the Early Baroque.
- 34. Music History and Literature II** **2 hours**  
A survey of music history and literature from the Mature Baroque to Beethoven (inclusive).
- 35. Woodwind Techniques** **2 hours**  
A fee of \$65.00 is assessed for this course.



- 36. Jazz Techniques** 2 hours
- 37. Eighteenth Century Counterpoint** 3 hours  
A course in eighteenth-century counterpoint to four parts. Analysis and composition. A detailed study of various chorale-based forms, fugue, and Baroque variation forms, as well as Bach's Art of the Fugue.
- 38. String Techniques** 2 hours  
A fee of \$65.00 is assessed for this course.
- 39. Marching Band Techniques** 3 hours  
Study of, and practice in, creating band shows, to include arranging the music, charting formations, drill, and organization and administration of a marching band, with special reference to the styles of certain large university bands and their adaptability to band programs of varying sizes and conditions.
- 40. Instrumental Arranging** 2 hours
- 41. Choral Arranging** 2 hours
- 42. Elementary Composition** 2 hours  
Unison and two-part writing with accompaniment; emphasis on melodic techniques. At least one of the following: binary and ternary forms, solo vocal or instrumental and accompaniment, invention, ground bass, duets, two-part choral writing. Manuscript techniques.
- 43. Music History and Literature III** 2 hours  
A survey of music history and literature from the death of Beethoven to 1913.
- 44. Music History and Literature IV** 2 hours  
A survey of music history and literature from 1913 to the present.
- 45. Keyboard Harmony and Extemporization** 3 hours  
**Prerequisite:** Music 13.
- 46. Advanced Conducting** 2 hours
- 48. Form and Analysis** 3 hours  
An extended and concentrated study of larger music forms, including selected works from the WELL-TEMPERED CLAVIER by Bach, the keyboard sonatas by Beethoven, and the orchestral, chamber music, and keyboard literature from the Classical Period through the Contemporary Period.  
**Prerequisite:** Music 13.
- 50. Recital** 1 hour
- 52. Intermediate Composition** 2 hours  
At least one of the following: Single movement works for three or more parts, using appropriate melodic and harmonic techniques. Chorale prelude, passacaglia, chaconne, rondo, ritornello, theme and variations, trios, three-part choral writing. Manuscript techniques.  
**Prerequisite:** Music 42 or equivalent.
- 55. Independent Study in Music** 1-3 hours
- 56. Advanced Guitar** 1 hour  
(Summer only)
- 60. Music as Pastoral Prayer** 3 hours  
(Summers only)
- 62. Advanced Composition** 2 hours  
At least one of the following: Single movement works for four or more parts, using appropriate polyphonic techniques. Sonata, sonatina, fugue, quartets, four-part choral writing. Manuscript techniques.  
**Prerequisite:** Music 52 or equivalent.

**72. Free Composition****2 hours**

Large, multi-sectional/movement works for varied choral or instrumental ensembles or combinations thereof, four or more parts. Manuscript techniques.

**Prerequisite:** Music 62, 40 and 41 or equivalent.

**COURSES IN APPLIED MUSIC****30. Private Instruction****Variable credit hours**

No more than 20 credit hours of applied music (exclusive of techniques classes) may be applied toward fulfilling graduation requirements. There is an applied music fee for each credit hour of applied music. A student receives one-half hour of private instruction per week per semester for one credit hour. A student receives a minimum of twelve lessons per semester.

A — Voice

B — Piano

C — Organ

D — Guitar

E — Strings (other than Guitar)

F — Flute

G — Oboe

H — Clarinet

I — Bassoon

J — Saxophone

K — Trumpet

L — Horn

M — Baritone

N — Trombone

O — Tuba

P — Percussion

Private instruction is recorded in this manner.

Letter — Designation of instrument or voice

Final Digit — Number of credit hours.

e.g., A32 means 2 credit hours of voice

**Department of Nursing**

Saint Joseph's College offers two distinct programs in nursing. The first is a registered nurse program in cooperation with St. Elizabeth Hospital School of Nursing in Lafayette, Indiana. The Registered Nurse program offered by St. Elizabeth's is a three year diploma program. The second program is the College's program for Registered Nurses seeking a Bachelor of Science Degree in Nursing. This is a degree completion program for registered nurses or recent graduates of an associate degree or diploma program who are not yet licensed. Both programs are outlined in detail in this section.

**ST. ELIZABETH HOSPITAL DIPLOMA PROGRAM**

Students pursuing this program will spend their first year on the Saint Joseph's College Campus in Rensselaer for two semesters and a spring session. They will then attend St. Elizabeth Hospital School of Nursing in Lafayette for the second and third years of study. At the end of the third year they will have earned their nursing diploma and are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) given by the Indiana State Board of Nursing.



The purposes and objectives of the St. Elizabeth Hospital School of Nursing provide the guiding philosophy for this diploma program:

The mission of the St. Elizabeth Hospital School of Nursing is to provide a quality education program within the Christian context of a healing ministry. This program's aim is to prepare a self-directed, critically-thinking, problem-solving practitioner who provides quality nursing care to clients at the beginning level within hospitals, extended care facilities, clinics and other related client-care settings.

The Mission is operationalized by the St. Elizabeth Hospital School of Nursing and its affiliated college. The program of study combines the enrichment of the liberal arts with the competencies promoted in nursing education. The faculty of the program provide the learner with the theoretical and experiential learning necessary to function knowledgeably and competently in the application of attitudes, knowledge, and skills required of the graduate of a diploma program in nursing leading to the license of registered nurse.

The goals of St. Elizabeth Hospital School of Nursing are to:

- Prepare graduates to function effectively as generalists providing nursing care in a variety of settings for clients of all age groups.
- Prepare graduates to utilize liberal arts and professional nursing education to perform activities which benefit society.
- Foster within the individual a commitment to life-long learning.
- Provide an environment which permits individuals to mature intellectually, professionally and personally.
- Develop informed and responsible individuals capable of contributing to the health and welfare of the community.

The diploma program is accredited by the Indiana State Board of Nursing and the National League for Nursing through St. Elizabeth's. All of the Saint Joseph's College courses share in the College's accreditation by the North Central Association of Colleges and Schools. The line-up of courses is as follows:

FIRST YEAR (All classes are at Saint Joseph's College, Rensselaer.)

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Core 1	Core 2	Biology 23
Biology 15	Biology 16	
Chemistry 13	Chemistry 14	
Nursing 15	Nursing 16	

SECOND YEAR (All classes are at St. Elizabeth's in Lafayette.)

Core 3	Core 4
Psychology 23	
Nursing 23	Nursing 25
Nursing 24	Nursing 26
Freshman Seminar	

THIRD YEAR (All classes are at St. Elizabeth's in Lafayette.)

Core 7	Cores 8,10
Nursing 32	Nursing 34
Nursing 33	Nursing 35

Students who wish to enter this diploma program will have their application and all tuition and other charges processed through St. Elizabeth Hospital School of Nursing, 1508 Tippecanoe Street, Lafayette, IN 47904 (Phone: 317-423-6400); but the Saint

Joseph's College Office of Admissions will be very glad to facilitate the process. Nursing courses 15-35 are described in the St. Elizabeth *Bulletin* under the following titles:

- Nursing 15 (N-15) - Principles of Nursing (5 hours)
- Nursing 16 (N-16) - Foundations of Nursing Practice (5 hours)
- Nursing 23 (N-23) - Care of Clients with Alterations in Homeostatic Functions (5 hours)
- Nursing 24 (N-24) - Care of Clients with Alterations in Sensory-Perceptual and Mobility Functions (5 hours)
- Nursing 25 (N-25) - Care of Clients with Alterations in Metabolic Functions (5 hours)
- Nursing 26 (N-26) - Care of Clients with Alterations in Oxygenation Functions (5 hours)
- Nursing 32 (N-32) - Concepts of Obstetrical Nursing Care (7 hours)
- Nursing 33 (N-33) - Concepts of Pediatric Nursing Care (7 hours)
- Nursing 34 (N-34) - Concepts of Mental Health Nursing Care (7 hours)
- Nursing 35 (N-35) - Concepts of Patient Care Management (7 hours)

### **BSN COMPLETION PROGRAM (RN to BSN)**

This program is conducted by Saint Joseph's College and offers the possibility for licensed RN's to earn the BSN degree. The requirements for the degree are as follows:

- 1) Completion of an accredited RN program with 41 credit hours minimum in nursing courses and proof of current State of Indiana license.
- 2) A minimum of 120 semester hours and a cumulative index of 2.00.
  - a. 21 hours in biology, chemistry and behavioral sciences.
  - b. 39 hours in general education, such as the Saint Joseph's Core Curriculum or equivalent liberal arts courses from another college.
  - c. Upon testing, 26 semester hours credit will be awarded for previous lower-level nursing courses.
  - d. Completion of 28 credit hours of senior level Nursing, listed below.
  - e. 4 hours of statistics
  - f. 2 hours in electives
- 3) The last 30 semester hours must be completed at Saint Joseph's College.

Students who have not taken and passed a nursing achievement test—e.g., Mosby ASSESS TEST, NLN Mobility Profile II, or ACT PEP—within five years of applying for the BSN program will be required to validate their prior nursing courses and credits by completing the three part NLN Mobility Profile II before beginning a clinical nursing course or before starting the third Nursing course of the completion program. Twenty-six credit hours of lower division nursing credit will be granted for satisfactory completion of the exam. For information regarding the Mobility Profile test date, contact the Department of Nursing on campus.

Application to the BSN completion program must be made through the Office of Admissions at Saint Joseph's College, but St. Elizabeth Hospital School of Nursing has complete information on the program and will be happy to assist in the process.

### **COURSES IN NURSING**

#### **41. Contemporary Nursing**

**2 hours**

This course is designed to provide an overview of the historical development and contemporary status of nursing. Content includes nursing theories, nursing as an emerging profession, and the expanding roles in nursing.



**42. Nursing Assessment 3 hours**

This course is designed to enhance the nurse's abilities in data collection and physical assessment. Emphasis will be placed on integration of these skills and techniques into the nursing process. Opportunity for practice is provided in the laboratory setting. (Must be taken either prior to or concurrent with a clinical nursing course) Lab fee.

**43. Introduction to Investigative Study 2 hours**

This course is designed to provide an introduction to investigative study and research methodologies with focus on scientific inquiry. Content includes the research process and ethics, communication of research findings and the nurse's role. Course work includes critiquing of current nursing research.

**Prerequisite:** N41.

**44. Community Health I 3 hours**

In this course the community is analyzed as a setting for health care. Students will complete a community assessment utilizing the nursing process and biostatistics. Epidemiology will be utilized to determine the community health and health care needs. The course will also focus on evolving community health nursing roles in relation to their application, impact and usefulness. (2 credit hours of theory; 1 credit hour of clinical experience.)

**Prerequisites:** N46.

**45. Geriatrics: Healthy Aging 3 hours**

A multidisciplinary study of aging presenting the sociological, psychological and physiological aspects of aging. Included in this course are the unique problems of retirement, mental and physical health, financial security and preparation for death. The focus will be a human needs approach that a health service professional, nurse, or care provider should consider.

**No prerequisites.**

**46. Family Theory 3 hours**

This course is designed to give the student an in-depth view of the family and its processes. Topics covered include family theory, family structure, family function and the development of the family as they proceed through the life cycle.

**47. Community Health II 6 hours**

The care of individual and families in the community are examined during this course. Health problems, human needs, disease prevention and health promotion are addressed both in the home and other community health settings for individuals and families. Practice setting include the home, school, industry and other community health settings.

**Prerequisite:** N44 and N46. (N46 may be taken prior to or concurrently.)

**48. Practicum in Nursing Management 6 hours**

This course is designed to allow the nurse to explore a focused interest within clinical nursing. Guidance is provided as the nursing process is utilized to meet the specific needs of the learner. A project related to the focused area of interest is to be completed. Seminar time for discussion of management theory and issues that present themselves in the clinical setting is an integral part of this course. (Three credit hours consists of theory presentation and 3 credit hours of clinical experience.)

**Prerequisite:** N42.

## Department of Philosophy

The study of philosophy offers students an opportunity to investigate, in the broadest systematic way, fundamental questions about reality, truth, and value. Further, the discipline of philosophy promotes serious and sustained reflections upon the formation

and application of ideas. The study of philosophy consequently offers immediate, practical use in addition to its well known life-long value. The philosophic skills of thinking clearly, organizing coherently, and analyzing insightfully will help students in all disciplines meet their goals.

Philosophy courses are designed to meet the requirements of three classes of students: a) those wishing to approach a liberal education through philosophy, b) those desiring an intensive study of philosophy preparatory to post-graduate study in some other field, e.g., law, theology, medicine, or education, and c) those seeking preparation for a career, as teacher or writer, in philosophy.

### **Departmental Requirements: Philosophy Major**

1. Courses 11, 20, 39 and 40 are required of all majors.
2. Two courses from each of the two areas listed below:  
     History of Philosophy 21, 22, 31, 32, 51  
     Philosophic Problems 38, 41, 42, 43, 47, 49, 50
3. One course from the following area  
     Applied Philosophy 37, 54
4. Sufficient other courses in philosophy to total 36 credit hours.

### **Philosophy/Religious Studies Major**

A combined major in Philosophy/Religious Studies requires 36 hours within the two departments. Required courses are PHIL 15, 20, 39, 40, and 57; REL 20 and 21; and 15 additional hours selected by the student from either department.

### **Philosophy Minor**

A minor in Philosophy requires 18 hours, among which PHIL 20 and 40 must be taken.

## **COURSES IN PHILOSOPHY**

### **11. Introductory Logic**

**3 hours**

This course investigates the forms of valid reasoning in the classical as well as in the modern symbolic systems of logic. The classical logic of the syllogism is covered via the Venn diagram method. Symbolic logic involves the propositional calculus, the logic of predicates and classes, and formal proofs of validity-invalidity. The treatment of induction emphasizes scientific method and the logical concept of probability. The aim of the course is both theoretical and practical; it aims at developing the student's ability to think clearly and rigorously and to understand the rules for such thinking. Taught every winter semester.

### **15. Philosophy of Religion (Rel 15)**

**3 hours**

This is the departmental introduction to the study of religion. Emphasis is placed on our experience of the divine and seeks to awaken an awareness of the diversity of the human response to the concept of the divine.

### **20. Philosophy of Human Nature**

**3 hours**

A study of the nature of being human and the meaning of human existence. The course asks why and how people philosophize. Philosophers' answers to these questions will be presented and discussed.

### **21. Plato and Aristotle**

**3 hours**

A study of the philosophic thought and work of Plato and Aristotle as well as the thought and work of their predecessors. Selected Platonic dialogues and selections from the major works of Plato's best student, Aristotle, will be the focal point of examinations and discussion.



**22. Augustine, Bonaventure, and Thomas Aquinas 3 hours**

A study of the philosophic thought and work of Augustine, Bonaventure and Thomas Aquinas as well as the thought and work of their contemporaries. Selections from the major works of Augustine, Bonaventure and Thomas Aquinas will be the focal point of examination and discussion.

**31. Modern Philosophy 3 hours**

A study of the period from 1600 to 1900 when the distinction between philosophy and the specialized disciplines arose. Special emphasis is placed upon Descartes. Locke (or Hume), Kant, Hegel and reactions to Hegelianism. This course provides important background material for Philosophy 37, 38, 41, 42, 47 and 49. Historically, it leads to Philosophy 32.

**32. Existentialism and Contemporary Thought 3 hours**

A survey of the principal currents of thought in the western world since 1900. The course will inquire into existentialism and the other, major philosophical schools of thought (Pragmatism, Marxism, Positivism, and Linguistic Analysis). Correlations between philosophic thought and the politics, scientific theories, art and literature of the times will be studied. Especially recommended to English and History majors.

**37. Phenomenology & Behavioral Science 3 hours**

An introduction to the basics of phenomenology, with special emphasis on the model of being human, the theory of knowledge and the understanding of science as elaborated by Edmund Husserl and his disciples. The revolutionary developments which phenomenology has brought about in psychology and sociology are also studied.

**38. Ethics: Problems of Acting 3 hours**

An inquiry into the nature, the problems and the methods of ethics. Special attention is given to aiding students to clarify to themselves their own lived values.

**39. Epistemology: Problems of Knowing 3 hours**

A study of how to judge a human being's claim to know the truth. In general, what can be claimed about the nature and the scope of human knowledge? In particular, what is the truth value of each of the various sorts of human knowledge—e.g., as expressed in moral and aesthetic claims? This course attempts a radical synthesis of the methods of knowing implicit in the Core program.

**40. Metaphysics 3 hours**

A search for the ultimate explanation of being human and the world in which we live; of the changing, acting and existing that we experience in ourselves and in the world. Special emphasis is placed upon the relevance of metaphysical conclusions to human living.

**41. Traditional Political Philosophy (Political Science 41) 3 hours**

A study of the perennial problems of political and social life, centering on law, justice, equality, the common good, and power, as seen by the Presocratics, Plato, Aristotle, the Stoics, Saint Augustine, Saint Thomas Aquinas, and including modern restatements by Christian thinkers and others.

**42. Modern Political Philosophy (Political Science 42) 3 hours**

A study of modern political ideas as expressed in rationalism, empiricism, Marxism, fascism, socialism and the welfare state.

**43. Philosophy of Art and Beauty 3 hours**

A study of aesthetics. The course focuses on the questions and issues attached to an examination of the status of a work of art, aesthetic experience, and the nature and function of aesthetic theories. Classical and contemporary thought in aesthetics will be presented for examination.



**47. Philosophy of Law (Political Science 47) 3 hours**

An analysis and evaluation of the principal theories on the nature and the purpose of law currently taught in the great law schools of the United States: natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of their practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law and political science students.

**49. Philosophy of History 3 hours**

A study of the various interpretations of history both as the course of human events and as a discipline dealing with those events. It investigates the nature and validity of the methods and results of historical knowledge. It inquires into the patterns, mechanisms and purposes of the course of man in time.

**50. Great Thinkers 3 hours**

An advanced study of enduring philosophic interest. The course's content is determined by the interests of the members of the department, the general faculty, and the students. Specifics are announced as the course is scheduled.

**51. Great Issues in Philosophy 3 hours**

An advanced study of themes of enduring philosophic interest. The course's content is determined by the interests of the members of the department, the general faculty, and the students. Specifics are announced as the course is scheduled.

**54. Business Ethics 3 hours**

A course in applied ethics focusing on business. This course will supply a conceptual framework for resolving ethical problems in a business context as well as exposing students to common sorts of ethical problems the business world may present.

**55. Independent Study 1-3 hours****57. Seminar in Philosophy and Religion (Rel 57) 3 hours**

Intensive study of a topic or thinker of interest to philosophers or theologians. A major research paper using the methods and skills of the trained scholar, will be expected. A presentation of the paper, using a colloquium format, will be required. Required for graduation of all students majoring in philosophy and religion.

## Department of Physical Education

The Department of Physical Education is designed to offer the student a knowledge of physical education in its theoretical and practical phases. Courses in the history and principles of physical education present the background upon which the profession developed and the standards which must be maintained. Other courses are offered to acquaint the student with the professional skills, techniques, and competencies that will be needed in the exercise of teaching, coaching, wellness management, and recreational supervision.

Physical Education majors are prepared to enter the coaching field, the teaching of health and physical education and working in recreational activities and centers, undergraduate preparation for internship certification in athletic training, and undergraduate preparation in the field of exercise science.

Students who plan to qualify for the teacher's certificate in Health and Physical Education **must consult the Director of Student Teaching.**

\*Pre-Physical Therapy listed under Biology/Chemistry.



Departmental Requirements:

The requirements for a major sequence in Physical Education include the following: Physical Education 11, 38, 39-40, 46, and Biology 21-22. The requirements for a minor are eighteen hours including the following: Physical Education 11, 46 and Biology 21-22. Credit in Biology 21-22 is applicable to the major and to the minor in Physical Education.

Participation Requirements:

- 1. All Physical Education majors must earn a total of 12 points for graduation.
- 2. Points may be accumulated as follows (on a yearly per sport basis):
  - 3 – for participation in a varsity sport as a player
  - 3 – for participation as a trainer, manager or captain
  - 3 – for participation as an intramural assistant
  - 5 – for participation as a student coach
  - 3-5 – for participation on/off-campus in a supervised physical educational, recreational, or health program
- 3. Any student entering Saint Joseph’s from a junior college or transferring from another four-year college, will be given equivalent credit for previous participation.

Suggested Program:

Saint Joseph’s College 4 year Curriculum guide (Teacher Certification) (Revised 1:93)

FRESHMAN YEAR

1st Sem	hrs	2nd Sem	hrs
____24011 Core I	6	____24021 Core 2	6
____540__ELECT	3	____54046 Dr/Ad P.E.	2
____14021 Bio. Hu. An	3	____54037 Adv. Gymn.	2
____54022 Gym. Rhy.	2	____14022 Bio. Hu. An.	3
____54011 Hist/Prin.	2/16	____30014 Ed Psych	3
		____30091 Ed Psych Pr.	1/17

SOPHOMORE YEAR

____24031 Core 3	6	____24041 Core 4	6
____54033 Folk Dance	2	____30045 Curr. Or.	2
____54021 Elem. Act.	2	____54040 Ath. Tr.*	3
____54039 Kines.*	3	____30021 Soc. Found. or	3
____30021/92 or Elec.	3/16	____30045 Curr. 1-8	2
Prq. 14022		____540__Elec.	2-3/16
		*Prq. 54039	

JUNIOR YEAR

____24051 Core 5	3	____24061 Core 6	3
____24071 Core 7	3	____24081 Core 8	3
____54019 TRM	3	____54049 Adv. F.A.	2
(54033) Flk or Elec	(2)	____54050 Or/Ad Hlth ED	3
____30077 Ed. Fd. Cnt.	3	____30084 Teach PE Sec. Sch	2
____540__Elec. (1-3)	3/16	____540__Elec	3/16

**SENIOR YEAR**

____24091 Core 9	6	____30010 Educ. 10	3
____54035 Mes/Hlth/Pe	3	____30043 Gen. Meth.	2
____54038 Ex. Phys.	3	____30096 Stu. Teach	10/15
____540__Elec.	4/16	(Total Hours	128)

**Note:** A 2.50 GPA is needed to be admitted into Student Teaching....\*\*ALSO\*\*All Teacher Certification requirements are to be verified by the Education Department\*\*All grade license needs 30077 (4), 30045 (2). Health & Safety minor is met with: 54049, 54050 & 14001.

**Activity electives required for K-12 certification** = 15 hours from: (list below) as well as others which may be added from time to time. Or, for Secondary certification, **ELECT 8 ACTIVITY** hours from: (list below): as well as others which may be added from time to time.

54032	54042	54045	54051	54054	54057	54060	54063
54032	54043	54047	54052	54055	54058	54061	54064
54036	54044	54048	54053	54056	54049	54062	54033

Department of Physical Education/Health Rec. & Well. Mgmt.

**FRESHMAN YEAR**

1st Sem	hrs	2nd Semester	hrs
____24011 Core 1	6	____24021 Core 2	6
____54011 Hist. Prn	2	____54046 Or/Ad P.E.	2
____14021 Bio. Hu. AN	3	____54037 Adv. Gymn	2
____54022 Gym. Rhy.	2	____14022 Bio. Hu. An.	3
____540__Elec	3/16	____540__Elec	3/16

**SOPHOMORE YEAR**

____24031 Core 3	6	____24041 Core 4	6
____Elec	3	____Elec	2
____Elec	4	____54040 Ath. Tr.	3
____54039 Kines.	3/16	____540—Elec	2
		____Elec	3/16

**JUNIOR YEAR**

____24051 Core 5	3	____24061 Core 6	3
____24071 Core 7	3	____24081 Core 8	3
____Elec	2	____54049 Adv. F.A.	2
____54021 Elem. Act.	2	____Elec	3
____Elec	3	____Elec	2
____540__Elec	3/16	____Elec	3/16

**SENIOR YEAR**

____24091 Core 9	6	____24101 Core 10	3
____54035 Mea/Hlth/PE	3	____Elec	3
____54038 Ex. Phys.	3	____Elec	10/16
____Elec	4/16	(Total Hours	128)
		Eligible	

**Teacher Education Requirements:**

Core 1,2,3,4,5,6,7,8,9; Educ 10,14,21,43,45,77,84,99. *Teaching major in Physical Education:* Phy Ed 11,19,21,22,33,35,37,38,39-40,46,49-50; Biol 21, 22. Elect 15 hours from Phy Ed 30,32,36,42,43,44,45,47,48,51-63.

*Teaching minor in Physical Education:* Phy Ed. 11,22,35,39,40,46; Biol 21,22; elect 6 hrs from Phy Ed 30,32,36,42,43,44,47,48,51-63.



**Teacher Education Requirements:**

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;

Educ 10, 14, 21, 43, 45, 77, 84, 99. *Teaching major in Physical Education:* Phy Ed 11, 19, 21, 22, 33, 35, 37, 38, 39-40, 46, 49-50; Biol 21, 22. Elect 15 hours from Phy Ed 30, 32, 36, 42, 43, 44, 45, 47, 48, 51-63.

*Teaching minor in Physical Education:* Phy Ed 11, 22, 35, 39, 40, 46; Biol 21, 22; elect 6 hrs from Phy Ed 30, 32, 36, 42, 43, 44, 47, 48, 51-63.

(Courses 51-63: No more than four hours from these courses can count toward graduation requirements, but four hours are required for teacher certification in the field of physical education. Teacher certification students, physical education majors and minor receive regular letter grades in these courses; all other students receive Pass/Not Pass grades.

Coaching endorsement: Phy Ed 39-40, 46; Biol 21 or 22 and 6 hrs. chosen from Phy Ed 32, 36, 42, 43, 44, 45, 47, 48, 51-63.

Driver Education endorsement: Phy Ed 18, 19, 20, 39, 40, 49.

**COURSES IN PHYSICAL EDUCATION****11. History and Principles of Physical Education 2 hours**

A basic course presenting a critical evaluation of social, economic, and political forces associated with the development of physical education throughout its history, and introducing the student to the fundamental facts and principles associated with motivation, program, instruction, supervision, administration, and evaluation in the field of physical education.

**18. Driving Range Instruction-Prereq: 54019 3 hours**

Methods and techniques employed in Behind the Wheel instruction including: tracking, turns, parking and turnabouts with a special emphasis in accident avoidance; all in a controlled environment.

**19. Traffic Safety and Risk Management 3 hours**

The course is designed to prepare teachers in methods, materials and administrative techniques related to effective driver education in the secondary schools. The course will include consideration of the areas of vehicle capabilities and limitation, highway safety regulations and control, and the dynamics of traffic safety. Students are expected to evaluate and adapt SJC model.

**20. Behind the Wheel Instruction-Prereq: 54019 3 hours**

This course is designed to provide laboratory experience in "behind-the-wheel" instruction. The course will include a sequence of activities and drills necessary in the dual control instructional automobiles, a familiarity with the use of classroom simulators, computer instruction, and testing procedures for safe driving techniques.

**21. Activities for Elementary Grades 2 hours**

An overview of dramatic play, games, rhythmic, playground/gymnasium procedures and methods relating to the development of dynamic professional leadership in the area of elementary activities. Emphasis on planning and implementing. TTh 9:00-9:50, first semester.

**22. Gymnastics and Rhythmic Exercises 2 hours**

Tumbling, floor and kinesthetic exercises, and fundamentals of rhythm relating to Core I concept of selfness. Introduction to Apple IIe computer software and utilization of biofeedback experiments.

**29. Introduction to the Exceptional Child in Physical Education (Ed. 61) 4 hours**

Theory, techniques and methodology relative to the exceptional children in the classroom. This course compares and contrasts the "normally developing student" with the "exceptionally developing student" in areas of physical, emotional, communicative



and learning abilities/disabilities. The use of mainstreaming, an individualized education program (IEP), and related services for the handicapped child are explored. PL 94-142 and PL 99-154. Required of ALL elementary teachers and all secondary teachers for Illinois: Offered first semester each year: MWF 11:00-12:15. Clinical and/or field experiences comprising approximately 40 clock hours.

**30. Leisure and Recreation 3 hours**

Double emphasis providing broadest possible understanding of worthy and productive use of leisure time. Designed to develop professional leadership and to maximally inform consumer.

**31. Recreation Field Experience 1-3 hours**

A planned excursion into Recreation via: camping experience, nature study, or a combination of active/passive activities.

**Prerequisite:** Project acceptance by Academic Dean and Physical Education Staff.

**32. Coaching of Baseball 2 hours**

Theory and principles of the fundamentals of baseball. A study of the history, rules, strategy, organization of practice, individual and team conditioning, administration of program and officiating.

**33a. Traditional Folk and Square Dance 2 hours**

A study of singing games, play parties, folk, square and ball room dances, all of which have set formations, step movements and sequences with emphasis in teaching methods and techniques.

**33b. Creative Movement and Dance 2 hours**

Body movement as a medium of expression and communication; techniques and composition in dance; methods and materials for teaching creative movement in elementary and secondary schools.

**33c. Aerobics (Dance) 1 hour**

The course will cover no-impact, low-impact, and high-impact models of aerobics. Needs of the enrolled students will be addressed. It may employ stretch resistance mechanics and work toward individually choreographed routines.

**35. Measurements in Health and Physical Education 3 hours**

A study of measurement and evaluation as applied to health, physical education, and recreation. Principles of test construction, types and characteristics of individual and group tests, application of such tests to school problems and evaluation of results. A study of statistics as they apply to evaluation of results of measurement. Computer-assisted instructions.

**36a, b, c. Swimming — Water Safety 1-3 hours**

Beginning, intermediate, and advanced swimming skills; stroke improvement, rescue, and water safety. Special emphasis on methods and materials for teaching. 36b involves Lifeguard certification; 36c involves WSI and LGI certification.

**37. Advanced Gymnastics 2 hours**

Use of apparatus to develop teaching/coaching/judging competencies. Emphasis on all round routines, previewed by the learning of individual stunts.

**38. Physiology of Exercise 3 hours**

A study of the physiological functions of the body designed to provide the student with a basic understanding of the physiological principles underlying the processes that are so important to physical fitness and athletic performance. "Hands on" client experience(s) provided in Wellness Maintenance Laboratory; experience in use of dynamometers, measurements, and Apple IIe computer software programs (Exercise Physiology Experiments). Required of all Physical Education Majors.

**Prerequisites:** Bio 21-22.



**39. Kinesiology 3 hours**

The study of human motion. The course covers a basic analysis of human movement through a study of mechanical principles and the functions of muscles, levers and neuromuscular controls. This includes an analysis of movements involved in various sports with emphasis on proper movements and identification of the causes of errors in performance.

**Prerequisites:** Bio 21-22.

**40. Basic Athletic Training 3 hours**

This course focuses on the basic aspects of athletic training, accomplished through lecture and laboratory experiences. The basic athletic training student will gain knowledge in the following areas: prevention, recognition and care of athletic injuries; physical conditioning; medical nomenclature; evaluation of padding and protective devices; basic taping and rehabilitation principles.

**Prerequisite:** PE 39.

**41. Advanced Athletic Training 2 hours**

This course focuses on the advanced aspects of athletic training, accomplished through lecture and laboratory experiences. The advanced athletic training student will gain knowledge in the following areas: Advanced injury recognition, taping procedures and rehabilitation; diet; drug education; budget and supplies; facility design; physical therapy modalities; history and code of ethics of N.A.T.A.

**Prerequisite:** PE 40.

**42. Coaching of Track and Field Events 2 hours**

Theories and principles of the fundamentals involved in track and field events. A study of the rules, history, organization of practice, individual and team conditioning, administration of program, facility layout, program of maintenance, and officiating.

**43. Coaching of Football 2 hours**

Theory and practice of the fundamentals of football. A study of the history, rules, strategy, styles of offense and defense, organization of practice, individual and team conditioning, officiating and other coaching problems involved in this sport.

**44. Coaching of Interscholastic Sports 3 hours**

A study of the philosophy of coaching, strategy and styles of play, organization of practice periods, individual and team conditioning, care of common athletic injuries, handling of emergencies, and the psychology of competitive sports.

**45. Coaching of Volleyball 2 hours**

Theory and practice of the fundamentals of volleyball. A study of the history, rules, strategy, styles of play, organization of practices, individual and team conditioning, and other coaching problems connected with the sport.

**46. Organization and Administration of Physical Education, Athletics and Intramurals 2 hours**

Addressing or developing a philosophy based upon institutional policy and client needs relative to the administration of public or private programs. Emphasis upon historic contributions and directed toward scientific application(s) of theory into 21st century scenarios.

**47. Officiating Sports 2 hours**

Special officiating consideration shall be given to a number of sports; emphasis shall be placed upon knowledge, interpretation and mechanics. Sports covered may include, but are not limited to: basketball, volleyball, soccer, and other(s) agreed upon during the first week of classes.

**48. Coaching of Basketball 2 hours**

Theory and practice of the fundamentals of basketball. A study of the history, rules, strategy, styles of play, organization of practice, individual and team conditioning, officiating and other coaching problems connected with this sport.

**49. Advanced First Aid 2 hours**

A comprehensive study of principles and procedures of first aid treatment for sudden illness and accidents. Guidelines shall follow the American Red Cross model(s). Comprehensive certification may be available; these are to be agreed upon during the first week of classes. Materials fee.

**50. Organization and Administration of Health Education 3 hours**

A course designed to acquaint the student with the organization, administration, and development of the school health program and the coordination of the school health program with community health agencies and health services. The methods, principles, materials and problems of health education in relation to the mental and physical health of persons of all ages are discussed. Courses addresses substance abuse, HIV, and AIDS.

**55. Independent Study 1-3 hours**

These courses emphasize the teaching techniques, knowledge, background, rules, basic fundamentals, game strategy, and the selection and care of equipment for the sport.

<b>51. Sport of Tennis</b>	<b>1 hour</b>
<b>52. Sport of Golf</b>	<b>1 hour</b>
<b>53. Sport of Archery</b>	<b>1 hour</b>
<b>54. Sport of Softball</b>	<b>1 hour</b>
<b>56. Sport of Field Hockey</b>	<b>1 hour</b>
<b>57. Sport of Soccer</b>	<b>1 hour</b>
<b>58. Sport of Bowling</b>	<b>1 hour</b>
<b>59. Sport of Fencing</b>	<b>1 hour</b>
<b>60. Sport of Wrestling</b>	<b>1 hour</b>
<b>61. Weight Training</b>	<b>1 hour</b>
<b>62. Sport of Badminton</b>	<b>1 hour</b>
<b>63. Sport of Racquetball</b>	<b>1 hour</b>

*NonMajors: A maximum of three hours with the exception of Education.*

## Department of Physics

The physics courses offered are designed to help the student attain: 1) an understanding and appreciation of the fundamental laws of nature; 2) adequate preparation for work in graduate and professional schools, and secondary teaching; 3) facility in the use of physics as a tool in engineering and sciences such as biology, geology, and chemistry.

Laboratory fees. Physics 21, 22, 31 and 46.

### Departmental Requirements:

1) The requirements for a group major involving physics and mathematics comprise at least 24 hours of physics courses and 24 hours of mathematics. The remaining hours required to complete 54 hours may be chosen from the mathematics, physics or computer science offerings, excluding Mathematics courses numbered less than 12.

2) The requirement for a minor sequence in physics is 18 hours in physics. Physics 1 cannot be used toward the minor. Any physics course except Physics 1 may be taken with the consent of the instructor.

3) Not all of the physics courses listed are offered every year. The student must consult with the physics laboratory staff.



## COURSES IN PHYSICS

### 1. Physics for Elementary Teachers 3 hours

This course in theoretical and practical physics is designed for students intending to teach in elementary schools. It does not count towards the physics minor. Two lectures and one two-hour laboratory period per week. This course, together with Chemistry 1, satisfies the Indiana Department of Education requirement for laboratory sciences for Elementary Education students.

Alternates every other year with Chem 1: second semester: lecture TTh 8:00; lab F 8:00-10:00.

### 21. Mechanics and Heat 4 hours

This course is an introduction to classical physics. It covers Kinematics: force, motion, energy, momentum and rotational motion. It also treats fluids, heat, and sound. There are three lectures and one three-hour laboratory each week.

**Prerequisite: Mathematics 25.**

### 22. Optics, Electricity and Atomic Structure 4 hours

This course is a sequel to Physics 21. It studies electricity and magnetism, light and optics, and it briefly sketches some selected topics in Modern Physics. There are three lectures and one three-hour laboratory each week.

**Prerequisites: Physics 21 and Mathematics 25.**

### 31. Electricity and Magnetism 4 hours

This course covers basic electrical engineering. Topics covered include circuit theory, DC and AC transient and steady state response of RLC circuits, differential equations and Laplace transform methods. In addition, magnetic circuits, electrical machines and feedback control systems are treated. A major emphasis is on problem solving. Three lectures and one three-hour laboratory each week.

**Prerequisites: Physics 22 and Mathematics 26.**

### 33. Statics 3 hours

This course treats the fundamental principles of statics, forces, couples, system equilibrium, stresses and strains, area moment of inertia and topics in strength of materials. Engineering applications are emphasized. Three lectures each week.

**Prerequisites: Physics 22 and Mathematics 26.**

### 34. Dynamics 3 hours

This lecture course deals with translation, rotation, plane motion, motion of particles and systems of particles, momentum and periodic motion. Three lectures each week.

**Prerequisite: Physics 33.**

### 36-37. Modern Physics (2 semester sequence — 3 hours each)

These lecture courses deal with topics in Physics that have been discovered since 1900. They include special relativity, wave and particle characteristics of matter, the Bohr model of the atom, atomic structure, nuclear structure and reactions, elementary particles, and solid-state Physics. Topics in astrophysics and cosmology are also briefly outlined. There are three lectures each week.

**Prerequisites: Physics 22, and Math 26.**

### 39. Digital Elements (Comp. 39) 4 hours

In addition to a review of digital arithmetic and Boolean algebra, this course includes the following topics: logic design through the use of digital multiplexors and integrated circuit logic gates; flip-flop storage elements; combination logic circuits; counting circuits; and shift registers. Laboratory work involves the design and implementation of various digital logic units from simple combinational logic circuits



to complex sequential logic circuits, by means of small-scale and large-scale integrated circuitry. Three lectures and one three-hour lab each week.

**Prerequisite or corequisite: CS 33. Prerequisite: Physics 21-22 or consent of instructor.**

#### **46. Electronics**

**4 hours**

The topics cover semiconductor physics, diodes, transistors, amplifiers, negative and positive feedback, operational amplifiers, digital and switching circuits, integrated circuits and microprocessor fundamentals. Engineering applications are emphasized. The design and construction of a practical electronic device is a course requirement. Three lectures and one three-hour laboratory each week.

**Prerequisite: Physics 22.**

#### **50. Computer Interfacing & Networking (Comp. 50)**

**4 hours**

This course deals with serial and parallel device-interfacing techniques. Topics will include DMA transfers and fundamental concepts of computer networking in distributed systems. Applications of these techniques will be made in the laboratory. Three lectures and one three-hour lab each week.

**Prerequisites: CS 22 and CS 33.**

#### **51. Senior Project in Hardware Design (Comp. 51)**

**3 hours**

A proposal for the project must be presented to the computer science faculty for approval, after which it may be carried out under the direction of a faculty member. The student will make an oral presentation of the completed project to the department.

**Prerequisite: CS 50 or consent of the instructor.**

#### **55. Independent Study**

**1-3 hours**

## **Pre-Engineering Five-Year Engineering Program**

The following programs enable students to combine a liberal arts course at Saint Joseph's College with education in engineering at a university or technical school. Under this 3-2 plan, the student attends Saint Joseph's for three years\* and then transfers to the engineering school for the completion of advanced courses in a particular field of engineering. Students may transfer to any accredited engineering college.

Upon successful completion of the requirements from Saint Joseph's and one successful year in the professional school, candidates will receive the Bachelor of Science degree from Saint Joseph's College, and, upon the successful completion of the five-year course, the Bachelor of Science in Engineering from the school to which they have transferred. The B.S. degree for Aeronautical, Civil, Electrical, Industrial, Mechanical, and Metallurgical Engineering is given in Mathematics-Physics; for Chemical Engineering, in Chemistry.

All 3-2 students are required to take the senior Core sequence and the Non-Western Studies element of the junior sequence during the third year of the program prior to enrolling in the professional schools. They are excused from the Science Core sequence.

Due to cycling of upper level courses, the scheduling of sophomore and junior courses may vary somewhat from the sequences shown. The student must consult with the engineering advisor prior to registration.

*\*Some programs may require a summer session at the engineering college.*



Sequence of Courses for the First Three Years of the Aeronautical, Civil, Electrical and Mechanical Engineering Programs.

FRESHMAN YEAR	Sem.	Hr.	Course Titles
Core 1, 2	6	6	The Contemporary World; The Modern World
Mathematics 25, 26	3	3	Calculus with Analytic Geometry, I and II
Chemistry 11, 12	4	4	General Chemistry
Physics 21, 22	4	4	College Physics
	<hr/> 17	<hr/> 17	

SOPHOMORE YEAR			
Core 3, 4	6	6	Western Civilization; Christian Impact
Mathematics 35, 36	3	3	Calculus III, Differential Equations
Economics 23, 24	3	3	Principles of Economics; Microeconomics and Macroeconomics
Core 7, 8	3	3	Non-Western Studies
Physics 33, 34	3	3	Statics, Dynamics
	<hr/> 18	<hr/> 18	

JUNIOR YEAR			
Core 9, 10	6	3	Christian Humanism; Christianity and the Human Situation
Physics 36, 37	3	3	Modern Physics
Mathematics 44, 39	3	3	Linear Algebra & Matrices, Numerical Analysis
Physics 46		4	Electronics
Computer Science 11	3		Introduction to Computer Programming
Electives from Mathematics and Physics*	3	3	
	<hr/> 18	<hr/> 16	

Sequence of Courses for the First Three Years of the Chemical Engineering and Metallurgical Engineering Programs.

FRESHMAN YEAR	Sem.	Hr.	Course Titles
Core 1, 2	6	6	The Contemporary World: The Modern World
Chemistry 11, 12	4	4	General Chemistry
Physics 21, 22	4	4	College Physics
Mathematics 25, 26	3	3	Calculus with Analytic Geometry, I and II
	<hr/> 17	<hr/> 17	

SOPHOMORE YEAR			
Core 3, 4	6	6	Western Civilization; Christian Impact
Chemistry 31, 32	4	4	Organic Chemistry
Computer Science 11		3	Introduction to Computer Programming
Physics 33, 34	3	3	Statics, Dynamics
Mathematics 35, 39	3	3	Calculus III, Numerical Analysis
	<hr/> 16	<hr/> 19	

**JUNIOR YEAR**

Core 9, 10	6	3	Christian Humanism; Christianity and the Human Situation
Core 7, 8	3	3	Non-Western Studies
Chemistry 33	4		Quantitative Analysis
Mathematics 36	3		Differential Equations
Physics 31		4	Electricity & Magnetism
Physics 36, 37	3	3	Modern Physics
Mathematics Elective		3	
	<hr/> 19	<hr/> 16	

*\*Civil Engineering students take Earth Science 11, Physical Geology; Electrical Engineering students take Physics 31, Electricity and Magnetism.*

**Sequence of Courses for the First Three Years of the Industrial Engineering Program**

<b>FRESHMAN YEAR</b>	<b>Sem.</b>	<b>Hr.</b>	<b>Course Titles</b>
Core 1, 2	6	6	The Contemporary World; The Modern World
Economics 23, 24	3	3	Principles of Economics; Microeconomics and Macroeconomics
Mathematics 25, 26	3	3	Calculus with Analytic Geometry, I and II
Physics 21, 22	4	4	College Physics
Bus. Ad. 11, 12	3	3	Principles of Management; Principles of Marketing
	<hr/> 19	<hr/> 19	

**SOPHOMORE YEAR**

Core 3, 4	6	6	Western Civilization; Christian Impact
Physics 36, 37	3	3	Modern Physics
Mathematics 35	3		Calculus III
Accounting 11, 12	3	3	Principles of Accounting
Physics 31		4	Electricity and Magnetism
Computer Science 11		3	Introduction to Computer Programming
Mathematics Elective	3		
	<hr/> 18	<hr/> 19	

**JUNIOR YEAR**

Core 9, 10	6	3	Christian Humanism Christianity and the Human Situation
Core 7, 8	3	3	Non-Western Studies
Physics 33, 34	3	3	Statics; Dynamics
Mathematics 35, 36	3	3	Calculus III; Differential Equations
Accounting 33	3		Cost Accounting
Physics Elective		3	
Mathematics Elective		3	
	<hr/> 18	<hr/> 18	



# Department of Political Science

The political science major offers students an opportunity to gain a systematic understanding of the role of government and political behavior in human societies of the past and present. Such understanding is an important element of a modern college education and contributes significantly to professional and civic judgment. Concentration in political science serves as an appropriate undergraduate preparation for the teaching or practice of politics, the entry into law school, government, business, teaching, or the foreign service.

## Departmental Requirements for the major:

- 1. Courses 11, 21, and 22 are required of all for the major.
- 2. One course from each of the four areas listed below.  
American Government—28, 34,35,36,37,39,48  
Comparative Government  
and International Relations—32,33,43,44,46,49,50  
Public Policy—29,30  
Political Theory—41,42,45,47
- 3. Take enough additional courses to total 36 hours.
- 4. Students interested in graduate work in International Studies or a career in the foreign service are urged to take at least six hours in one modern language.
- 5. Students interested in graduate work in Political Science are urged to take Political Science 31.
- 6. Majors have to take a course from each of the four areas offered by the Department beyond PS 21 and 22.

Requirements for the *minor*: 21 and 22 plus 12 additional hours.

## Suggested Program:

Freshman students majoring in Political Science will take: Core 1-2; Political Science 21-22; History 23-24; electives should be taken from the areas of economics, psychology, sociology, or English.

## Teacher Education Requirements

Core 1,2,3,4,5,6,7,8,9;  
Educ 10,14,21,43,77,86,99. *Teaching major in Social Studies with a primary area in government and supporting areas in world history and economics*: Political Science 21, 22; Econ 23,24,31,32; Hist 25; Elect 12 hours from political science 29,30,32,33,34,35,36,37,44,46,48,49; the major in political science.

## COURSES IN POLITICAL SCIENCE

- 11. Statistics (Psychology 11; Soc. 38) 4 hours
- 21. American Government 3 hours  
A study of the formal and informal institutions of American national government and politics: The Constitution, the Presidency, Congress, the federal court system, political parties, pressure groups, public opinion, recent foreign policy, the federal bureaucracy, voting behavior. Attention is also given to current problems and issues.
- 22. Comparative Government 3 hours  
The constitutional forms and methods utilized by four major foreign powers — Great Britain, France, Germany, and the U.S.S.R. Their elements of strength and weakness as compared with the U.S. system.

**26-27 Business Law (Acctg. 23-24) 6 hours**

This course is designed to acquaint the student with those phases of law most frequently met in business. The selected areas of study include contracts, negotiable instruments, agency sales, partnerships, corporations, property and torts.

**28. Political Sociology (Soc. 39) 3 hours**

A study of the social basis of political behavior and beliefs, and the social foundations of political institutions at both local and extra-local levels.

**29. Comparative Public Policy 3 hours**

A discussion of the provision of social welfare policy in Europe and the United States. Special attention will be given to housing, health care, and education policy.

**30. Policy Analysis 3 hours**

An introduction to theories of policy making, policy evaluation, policy implementation, agenda setting, etc., through an analysis of government and private activity in such areas as foreign policy, school desegregation policy and housing policy.

**31. Research Methods in the Social Sciences (Hist 31; Soc 31; Psych 31) 3 hours**

An introduction to the qualitative and quantitative methods employed by social scientists. Emphasis is given to alternative choices of design, sampling techniques, instruments and appropriate interpretive and analytical procedures encountered in the process of social scientific research.

**32. American Foreign Relations (History 37) 3 hours**

A survey of United States relations with Europe, Latin America, Russia, and the Orient, tracing the origins and development of our foreign policy and the history of the men who framed it. Offered in alternate years.

**33. Political Parties and Pressure Groups 3 hours**

A consideration of the function and role of political parties, and interest groups in the United States, and Western and Eastern Europe.

**34. Legislative Behavior 3 hours**

An examination of the role of the legislature in the policy-making process. Primary focus will be our Congress with some consideration of state legislatures. The roles and behaviors of legislative actors will be considered in relation to bureaucratic, presidential and judicial activities.

**35. Constitutional Law—The American Community 3 hours**

An examination of Supreme Court decisions concerned with the separation of powers, federalism, the regulation of commerce contracts, taxing and spending, and the state police power, including some of the legal problems of urban redevelopment. (Every other year).

**36. Constitutional Law—The Bill of Rights 3 hours**

An examination of Supreme Court decisions concerned with the definition of American rights in the areas of freedom of speech, press, assembly, association, and religion; church-state relations; racial discrimination; political radicalism and subversion; procedures in criminal prosecution; military tribunals. (Every other year).

**37. State and Local Government 3 hours**

A study of political systems at the state and local levels in the United States, emphasizing institutional evolution and problems.

**38. Collective Action and Social Change (Soc. 44) 3 hours**

A study of the origins and nature of collective behavior and its relationship to social change. Topics covered include: social movements, community organizations, obstacles to change, patterns and strategies of change.



**39. Political Communications (C&TA 54) 3 hours**

An examination of the role of the media in politics. The course considers the role of the print, film, radio, and telecommunications media on the political system and the interaction of the political actors with the media.

**40. Media and the Law (C&TA 58) 3 hours**

Study of the legal issues concerning the media including: statutes and regulation governing press, broadcast and films; analysis of defamation, libel, contempt, privacy, copyright; legal rights and privileges of the mass media.

**41. Traditional Political Philosophy (Philosophy 41) 3 hours**

The perennial problems of political and social life, centering on law, justice, equality, the common good, and power, as seen by the Presocratics, Plato, Aristotle, the Stoics, Saint Augustine, Saint Thomas Aquinas, and including modern restatements by Christian thinkers and others.

**42. Modern Political Philosophy (Philosophy 42) 3 hours**

Beginning with an analysis of the thought of Machiavelli and Hobbes, this course focuses on modern "isms" such as Liberalism in both its classical and modern forms, Conservatism, Socialism, Marxism, Fascism and Nationalism.

**43. International Law and Organization 3 hours**

An exploration of the possibilities of control of international conflicts through law and organizations; analysis of prerequisites for political integration of the world. Evolution of international law; the League of Nations and United Nations; regional association as possible transitional forms of supranational organizations; disarmament.

**44. International Relations 3 hours**

An examination of the twentieth-century context of international relations: nationalism, imperialism, power politics, the evolution of supranational forms of political organizations, and the foreign policies of the major powers. (May be counted toward a major in History.)

**45. American Political Thought 3 hours**

The major sources of the American intellectual tradition in politics, including the Puritans, Jefferson, the Federalist papers, Hamilton, Lincoln, the New Nationalism philosophy of Theodore Roosevelt, the New Freedom philosophy of Woodrow Wilson, and the New Deal philosophy of Franklin Roosevelt.

**46. Socialism and Communism 3 hours**

An analysis of the evolution of socialist and communist thought and of the movements spawned by these ideologies since the time of Marx. Topics for discussion include the thought of Kautsky, Bernstein, Lenin, and "Third World Modernizers," and Socialist and Communist parties in Eastern and Western Europe.

**47. Philosophy of Law (Philosophy 47) 3 hours**

An analysis and evaluation of the principal theories on the nature and the purpose of law currently taught in the great law schools of the United States; natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of their practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law and political science students.

**48. The American Presidency 3 hours**

An overview of the American presidency emphasizing the institutions, its constitutional requirements, responsibilities and development, plus the men who have shaped the office.

**49. International Relations since 1945 (History 49) 3 hours**

Against the background of the U.S.-Soviet competition for world power, this course deals with such basic topics as power diplomacy, international economics, international organization, arbitration, security, and power balance.



**50. Seminar in Political Science 3 hours**

Close examination of some significant contemporary political problem. The topic varies from year to year, but in every case the emphasis is upon independent research in depth and under supervision as the basis for individual contributions made by the students in the context of a seminar.

**54. Social Science Seminar 3 hours**

Intensive consideration of a problem or issue of interest to social scientists. This is an interdisciplinary course in which students interact with faculty and students from other departments in the social sciences and undertake a research project utilizing the methods and perspectives found in their own major discipline. For upper-level students. BY INVITATION ONLY.

**55. Independent Study 1-3 hours****58. Topics in Public Administration 3 hours****59. Topics in Political Science 3 hours****90. Internship in Public Administration 3 hours**

A supervised, practical experience on a regular basis in a public institution. For advanced students in good standing.

## Department of Psychology

Psychology is a field of inquiry that is sometimes defined as the science of mind, sometimes as the science of behavior. It concerns itself with how and why organisms do what they do. The phenomena that psychology takes as its province cover an enormous range. Some border on biology, others on social sciences such as anthropology and sociology. Fundamentally, psychology concerns itself with four major topics or questions: action (What is it that organisms do and how do they do it?), learning (What do organisms know and how do they come to know it?), social behavior (What influences do social interactions have on the individual's actions, motives, thoughts, and knowledge?), and, individual differences (How and why do individuals differ in their actions, cognitions, and social behaviors?).

A major in psychology is an appropriate preparation for a wide range of vocational paths. Psychology majors have traditionally been able to pursue advanced degrees in areas other than psychology (e.g., law, medicine, literature, journalism, business administration, organizational behavior, etc.) as well as in any of the specialized areas within psychology proper (e.g., clinical, counseling, school, industrial, experimental, etc.). Psychology majors have also traditionally been able to secure immediate employment in a wide range of careers outside mainstream psychology (e.g., business administration, management, human service provision, education support positions, and research and development positions) as well as in more traditional psychological positions (e.g., case worker, social worker, guidance counselor, vocational placement specialist, social service provider).

### Department Requirements:

1. Psychology 10 (General) is a prerequisite for all psychology courses except those marked "no prerequisite." Written consent of the instructor, however, always supersedes the stated prerequisites.

2. The basic requirements for a major in psychology is the completion of 38 credit hours which *must include* the following courses:

- (a) Psychology 10 (General)
- (b) Psychology 11 (Statistics)
- (c) Psychology 12 (Experimental)
- (d) Psychology 35 (Measurement)
- (e) Psychology 48 (Professional Seminar)



In addition, the student must take one course in EACH of the following four areas:

- A. Biological Psychology:
  - 1. Psychology 20 (Human Sexuality)
  - 2. Psychology 32 (Perception)
  - 3. Psychology 37 (Physiological)
- B. Interpersonal Psychology:
  - 1. Psychology 21 (Marriage/Family Life)
  - 2. Psychology 27 (Social)
  - 3. Psychology 34 (Industrial/Organizational)
- C. Clinical/Personality Psychology
  - 1. Psychology 24 (Abnormal)
  - 2. Psychology 25 (Personality)
  - 3. Psychology 26 (Psychotherapy)
- D. Experimental Psychology
  - 1. Psychology 38 (Learning/Motivation)
  - 2. Psychology 39 (Cognitive)
  - 3. Psychology 46 (Systems/Theories)

To complete the requirement of 38 total hours in psychology, the student must also take 9 hours of psychology electives. These elective courses may be any of the above or any other psychology course listed in the college catalog.

3. The basic requirement for a minor in psychology is the completion of 18 credit hours which must include: Psychology 10 (General), ONE course from EACH of the above four areas and one psychology elective. Again, the elective may be any of the ones described above or any other psychology course listed in the college catalog.

4. Each psychology practicum course may be taken a maximum of six (6) hours credit. No more than eighteen (18) hours of practica will be counted toward a degree in psychology.

5. Some psychology courses have a lab fee.

### **Teacher Education Requirements:**

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;

Educ: 10, 14, 21, 43, 77, 86, 99. *Teaching major in Social Studies with a primary area in psychology and supporting areas in world history and sociology.* Psy: 10, 11, 12; elect 8 hours from Psy: 21, 25, 27, 35; Soc 11, 35 and elect 6 hours from Soc: 12, 33, 39, 45, 46; History 25 and the college major in psychology.

*Teaching minor in psychology.* Psy: 10, 11, 12, and elect 5 hours from 25, 27, 35.

### **Human Service Group Major**

Students who are interested in the applied side of psychology may wish to consider the Human Services group major (which combines psychology and sociology). Consult the Human Services heading in this catalogue.

### **COURSES IN PSYCHOLOGY**

#### **01. Lab in Alcohol Education**

**1 hour**

A broadly based course which covers the following: human nutrition, use and abuse of drugs and alcohol, homeostasis, sexuality, stress, aging, exercise physiology and changing lifestyles, cancer and radiation, disease and the immune system, heart disease, and human genetics. Cannot be counted for biology, biology-chemistry or medical technology major.

**10. General Psychology 3 hours**

An introductory survey of the methods, findings, and theories of modern psychology. Areas discussed include: physiological psychology, sensation and perception, learning, motivation, human development, personality, abnormal behavior, therapy methods, and social behavior.

**11. Statistics (Sociology 38; Pol. Sci. 11) 4 hours**

An introduction to statistical methods covering data description, graphing techniques, measurement scales, standardized scores, correlation, regression, elementary probability, repeated measures and independent-groups t-tests, oneway and factorial analysis of variance, chi-square, and general non-parametrics. The approach to these topics is more conceptual than numerical or mathematical. A knowledge of junior-high school algebra is helpful.

No prerequisite. (Fall semester)

**12. Experimental Psychology 4 hours**

An examination of the experimental approach to understanding behavior. Students gain experience designing, conducting, analyzing, and reporting experimental research in psychology through laboratory projects. Typical research topics include such areas as social psychology, learning, etc.

Prerequisites: Psych 10 and 11. (Winter semester)

**13. Introduction to Human Services (Soc. 13) 3 hours**

This course provides an initial exposure to human services as a professional area. Attention is given to social work values, principles, and methods. The functions of social work in a variety of settings, including public welfare, corrections, child care, counseling, school work, and residential treatment, are examined.

**14. Social Problems and Social Welfare (Soc. 14) 3 hours**

In this course American perspectives on social problems and social welfare are placed in historical and theoretical context. Emphasis is given to: 1) the impact of social disparity and political and economic forces on problem/need definition, and 2) the contributions of different theoretical perspectives to problem analyses and strategies of social intervention.

**16. Psychology of Personal Adjustment 3 hours**

This course focuses on the factors that influence one's interpersonal effectiveness and satisfaction with life. Self-knowledge and personal application of psychological principles are stressed. Topics covered include: personal growth, intimate relationships, career decision making, loneliness, death, and values clarification.

No prerequisite.

**20. Human Sexuality 3 hours**

The major objective of this course is to promote an informed acceptance of one's own sexuality and that of others through a thorough examination of what is now known on the subject. The course focuses on the widely varying range of emotions, attitudes, and behavior that are associated with one's understanding of one's own sexual anatomy and physiology of others.

No prerequisites.

**21. Marriage and Family Life (Sociology 33) 3 hours**

A review of the social-cultural factors that shape the nature of courtship, marriage, and family relationships. Special emphasis is placed on changes in contemporary Western societies. The psychological dynamics of marriage and family life are discussed in detail. Self-actualization of individual family members, communication within the family, and task-orientation are taught as skills.

No prerequisites.



**23. Psychology of Human Development 3 hours**

This course will study human development from conception to death. The development of human intellectual, emotional, social and psychological processes will be considered as well as certain aspects of physical development.

**Prerequisite:** Psych 10. (Fall semester of odd-numbered years)

**24. Abnormal Psychology 3 hours**

The dynamics of abnormal behavior are studied as the basis for detailed consideration of the neurotic personality, psychosomatic disorders, and behavior deviations. Further topics include the effects of brain injuries and the major psychoses, especially schizophrenia. Considerable attention is given to the specific methods of psychotherapy.

**Prerequisite:** Psych 10.

**25. Theories of Personality 3 hours**

This course is a survey of the major theories that have influenced contemporary thought on the subject of personality. Personality theory itself is viewed as a way of understanding the behavioral consistency an individual exhibits from one situation to another, as well as the behavioral inconsistency a given individual often exhibits.

**Prerequisite:** Psych 10.

**26. Theories of Counseling and Psychotherapy 3 hours**

This course is a survey of the major theories that have influenced contemporary psychological thought on the subject of psychotherapy. Psychotherapy is viewed as an interpersonal process designed to bring about modifications of feelings, cognitions, attitudes, and behaviors which have proven troublesome to the person seeking help from a trained professional. The basic assumption of the course is that therapeutic skills and attitudes are learned, not endowed.

**Prerequisites:** Psych 10.

**27. Social Psychology 3 hours**

This course focuses on the psychology of the individual in society. More particularly, it investigates the influence process of society on the individual. Topics covered typically include: person perception, attraction, aggression, attitudes and attitude change, conformity, social conflict, and social justice.

**Prerequisite:** Psych 10.

**28. Human Services Methods and Practice I (Soc. 28) 3 hours**

This course introduces students to the types and styles of intervention utilized by human services providers. Special attention is given to interview skills, needs assessment, the uses of verbal and non-verbal communication in the interventive process, and record keeping. Methods and practices related to individuals, families, and small groups are discussed. (typically taken in conjunction with a 1 credit practicum)

**29. Human Services Methods and Practice II (Soc. 29) 3 hours**

This course is a continuation of the previous segment, but with an added emphasis on group work, program design, models for evaluating interventive effectiveness, and ethical issues related to the Human Services profession. (Typically taken in conjunction with a 1 credit practicum).

**30. Computer Applications in Social Science Research (Soc. 42) 3 hours**

This course investigates the uses of the computer as a tool in social science research. Topics covered include: history, computer hardware and software, applications in various research settings, programming languages, data collection, data analysis, word processing, and elementary programming.

**Prerequisites:** Psych 10 and 11.



**31. Research Methods in the Social Sciences (Hist 31; Pol Sci 31; Soc. 31) 3 hours**

An introduction to the qualitative and quantitative methods employed by social scientists. Emphasis is given to alternative choices of design, sampling techniques, instruments and appropriate interpretive and analytical procedures encountered in the process of social scientific research.

**32. Sensation & Perception 3 hours**

An introduction to the current theory and research in sensation and perception with special emphasis on visual processes. Topics include sensory discrimination, recognition, attention, and the role of motivation in perception.

**Prerequisite:** Psych 10.

**34. Industrial and Organizational Psychology 3 hours**

This course studies the application of psychological theories and methods to problems in the work context. Special attention will be given to the effects of organizational manipulations on individual behavior. Topics will include current issues and traditional areas (personnel selection, motivation, job satisfaction, work environment, human performance).

**Prerequisite:** Psych 10.

**35. Psychological Measurement and Evaluation 3 hours**

This course is designed to study the theory, administration, scoring and interpretation of the standard instruments employed in psychological measurement and evaluation. Emphasis is given, in particular, to the assessment of intellectual ability, aptitudes and achievement, and, personality functioning.

**Prerequisites:** Psych 10 and 11.

**36. Phenomenology & Behavioral Science (Phil. 37) 3 hours**

An introduction to the basics of phenomenology, with special emphasis on the model of being human, the theory of knowledge and the understanding of science as elaborated by Edmund Husserl and his disciples. The revolutionary developments which phenomenology has brought about in psychology and sociology are also studied.

**Prerequisite:** Psychology 10 or Philosophy 20.

**37. Physiological Psychology 3 hours**

This course investigates the relationship between the brain and behavior, between physiological functions and behavior. Major emphasis will be placed on understanding the function of the central and peripheral nervous systems and how they relate to areas of motivation, perceptual and motor systems, sleep and wakefulness, language and memory. Lab included.

**Prerequisite:** Psych 10.

**38. Learning and Memory 3 hours**

This course will cover the major areas and theories of learning. Issues in classical and operant conditioning will be discussed. Areas in current learning, species-specific behaviors, and preference will also be covered. Part of the course will also be devoted to human learning, memory capacity, and knowledge acquisition.

**Prerequisite:** Psych 10.

**39. Cognitive Psychology 3 hours**

This course covers the areas of human judgment, problem solving, psycholinguistics, information processing, artificial intelligence, memory, sensation, and perception.

**Prerequisite:** Psych 10.

**40. Topics in Psychology/Psychological Services 3 hours**

This course is flexible in content, with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include counseling and guidance, exceptional individuals, problems of the aged, animal behavior, etc.



**41. Contemporary Social Policy (Soc 41) 3 hours**

This course examines social policy on national, state, and local levels. Primary but not exclusive focus is on the United States. Attention is given to current issues in social planning, macro-level intervention, the relationship between public and private institutions, policy implementation at the agency level, and mechanisms of policy change.

**46. Systems and Theories in Psychology 3 hours**

A comprehensive and synthesizing course for upper level psychology majors or minors. An attempt is made to integrate the entire field of psychology into a meaningful structure.

**Prerequisite:** 12 hours of psychology. (Winter semester of odd-numbered years)

**48. Professional Seminar 3 hours**

Intensive consideration of student-selected topics led by the students themselves with guidance from the staff. A major project (e.g., a research experiment or literature review) will be required of all students. Also required will be the presentation of said projects in a colloquium setting. **REQUIRED FOR GRADUATION OF ALL STUDENTS MAJORING IN PSYCHOLOGY.**

**Prerequisite:** 24 hours of psychology. (Offered every winter semester)

**54. Social Science Seminar 3 hours**

Intensive consideration of a problem or issue of interest to social scientists. This is an interdisciplinary course in which students interact with faculty and students from other departments in the social sciences and undertake a research project utilizing the methods and perspectives found in their own major discipline. For upper-level students. **BY INVITATION ONLY**

**55. Independent Study in Psychology 3 hours**

A flexibly structured course to allow the advanced student to pursue individual study in a specific area under the supervision of a member of the department. The course is available every semester but may be taken only with written permission from a member of the department.

**60-66. Human Services Practicum (Soc 60-66) 1-3 hours**

Practica are designed to provide students with experience in service settings under supervision of professional staff members. For each hour of credit, 30 hours of direct contact are required. All practica are offered every semester, but may be taken only with written permission of the field experience coordinator. Sociology or Psychology 14 is a prerequisite.

60. Aged Practicum (Soc 60)

61. Child Guidance Practicum (Soc 61)

62. Crime and Delinquency Practicum (Soc 62)

63. Family Services Practicum (Soc 63)

64. Mental Health Practicum (Soc 64)

65. Public Welfare Practicum (Soc 65)

66. Special Child/Handicapped Practicum (Soc 66)

**90. Field Experience (Internship) 6 hours**

An assignment of eight to fifteen weeks with an approved organization. Each student will be assigned to a professional supervisor and will carry out a variety of on-the-jobs tasks. For Human Services students, six hours are applied to psychology and where appropriate three additional hours may be applied to sociology.

**Prerequisite:** consent of the Field Experience Coordinator.

# Department of Religion

The study of religion and its impact on our world is an integral part of the liberal education offered by Saint Joseph's College. Every student is required to deal with religious and philosophical concepts throughout the Core program. As a part of its Catholic identity, the College offers a deeper reflection and study of religion through a combined major with philosophy or a minor in religion.

Religious experience is universally a part of the human condition. Both the Core curriculum and the religious studies department recognize the importance of dialogue in our contemporary pluralistic world. Scripture is recognized as the foundation for systematic reflection on Christian experience. The study of the religion requires an integrative mind, utilizing the natural and humane sciences (psychology, sociology, anthropology, linguistics, pedagogy, etc.)

## Departmental Requirements:

1. A minor in Religious Studies requires a minimum of 18 hours of coursework within the Department. Religious Studies 15, 20-21, and 9 more hours are the specific requirements.

2. A combined major (36 hours) is offered in Philosophy/Religious Studies. Seven courses (21 hours) are required in this major: Phil 15 (Rel. 15); Rel 20-21; Phil 20, 39, 40; and Rel 57 (Phil 57) plus at least 15 hours of electives from either Philosophy or Religious Studies.

## COURSES IN RELIGIOUS STUDIES

**15. Philosophy of Religion (Phil 15) 3 hours**

This is the departmental introduction to the study of religion. Emphasis is placed on our experience of the divine and seeks to awaken an awareness of the diversity of the human response to the concept of the divine.

**20-21. Introduction to Scripture 3 hours**

These courses introduce the student to the study of the Hebrew Scriptures and the New Testament respectively. A principal goal of the class is to become familiar with the various methodologies utilized by contemporary scripture study and to become aware of the major trajectories in Scripture.

**30. Christianity in History 3 hours**

An introduction to the history of Christianity.

**31. Religious Thinkers 3 hours**

An in-depth study of various major figures in the history of Christianity.

**32. Worship, Belief, and Praxis 3 hours**

A study of the expression of Christian worship through art and symbol. There is special concern for the nature and function of worship in Christianity.

**33. Theology and Practice of Ministry 3 hours**

A study of Christian ministry, a theology of ministry, and the contribution to ministry made by other humane disciplines.

**35. Studies in Moral Theology 3 hours**

An examination of Christian morality within a historical, theological, and psychological framework. This course will examine the principles affecting a personal moral life. It will consider the role in the formation of Christian morality of such things as: community and identity, sin and guilt, grace and salvation, and Jesus of Nazareth.

**36. Questions of Belief 3 hours**

A study of the major theological issues in Christianity.



- 40. Christology** 3 hours  
A study of the theology of the person of Jesus of Nazareth, from the New Testament to the contemporary world.
- 41. Sacraments and the Encounter with God** 3 hours  
This course pays special attention to the role of myth, ritual, and symbol in the study of Christian sacraments. The course provides the foundation for a sacramental theology.
- 44. Ecclesiology and Ecumenism** 3 hours  
A study of competing models of the church with special emphasis on ecumenical theology.
- 46. Religion and Culture** 3 hours  
A study of the mutual interaction between religion and culture, with emphasis on the Christian contribution to various customs, laws, social institutions, arts and sciences.
- 50. Christian Mysticism** 3 hours  
A study of the doctrine and practice of participation in the mysteries of salvation.
- 53. Special Studies in Religion** 1-3 hours  
A study in a major religious topic. Courses reflect the interest and research of department members.
- 55. Independent Study** 1-3 hours
- 57. Seminar in Philosophy and Religion (Phil 57)** 3 hours  
Intensive study of a topic or thinker of interest to philosophers or theologians. A major research paper using the methods and skills of the trained scholar, will be expected. A presentation of the paper, using a colloquium format, will be required. Required for graduation of all students majoring in philosophy and religion.
- 91. Ministry Practicum** 1 hour  
Offered in coordination with Campus Ministry, this offers the student an opportunity to reflect theologically on various ministries that the student has experienced, such as: retreats, youth groups, counseling, advocacy, and service work.
- 92. Liturgy Practicum** 1 hour  
Offered in coordination with Campus Ministry, this offers the student an opportunity to reflect theologically on his or her work with campus liturgies, parish liturgical planning, para-liturgies and other liturgical ministries.

## Department of Sociology

Sociology as a science of society and human interests develops our understanding of how we, as social beings, are woven into the fabric of our society; it aids us in understanding what is happening about us and what social forces are coming to bear on our lives. It is distinguished by two characteristics: 1) its approach to phenomena is scientific; 2) its subject matter is human interaction. The Department of Sociology also strives to integrate an anthropological perspective into its courses and to introduce students to the scientific study of cross-cultural differences and similarities.

The Sociology major is designed to prepare students for continuing education on the graduate level or for immediate employment especially in social and public service. Those who major in Sociology find their studies useful in seeking employment in industrial and personnel management programs, in counseling and directing activities for various age groups, in urban planning careers and in education on the secondary level. Others who have majored in Sociology pursued graduate studies in sociology or in the fields of social work, law, business administration, anthropology, education, and public administration.

**Departmental Requirements:**

1. Students who major in Sociology are required to take the following courses:

Sociology 11 Introduction to Sociology

Sociology 12 Culture and Society

Sociology 31 Research Methods

Sociology 38 Statistics

Sociology 43 Social Theory

Sociology 49 Research Design

In addition, a sociology major is required to choose four electives from the list of Level 2 or above:

*(Level 2 courses are those which do not presuppose a knowledge of theory or research)*

Sociology 32 The Individual and Society: Social Psychology

Sociology 33 Marriage and Family

Sociology 39 Political Sociology

Sociology 40 Sex, Gender and Culture

Sociology 42 Computer Applications in the Social Sciences

Sociology 45 Race and Ethnic Relations

Sociology 46 Criminology

Sociology 47 Juvenile Justice

*(Level 3 courses assume some background in theory)*

Sociology 34 The Urban Community

Sociology 35 The Social Self

Sociology 36 Industrial Sociology

Sociology 37 Law and Society

Sociology 44 Collective Action and Social Change

The total number of sociology credit hours for a major is thirty-six.

2. The requirement for a minor in sociology is eighteen hours, including Sociology 11, Sociology 12 and two courses from those listed above under Level 2.
3. Sociology 11 is a prerequisite for Sociology 31, 49.
4. The Department of Sociology assigns an advisor to each of its majors. The student is required to obtain the signature of this advisor when registering for class. The advisor will assist in selecting a minor which in addition to the major will support the student's career aspirations.

**SUGGESTED PROGRAM:**

1. Sociology 11 and 12 should be completed before junior year, preferably during freshman year.

2. The research sequence (31-49) and theory course (43) are offered in alternate years. Sociology 38 should be completed before or at the same time as Sociology 31 and both should be completed by first semester junior year. Both courses are prerequisites for Sociology 49.

3. The structure of the major beyond six required courses will depend upon the student's career interests. Suggested programs including internships are available for a number of career paths.

4. A sociology major may choose any minor area. Students are encouraged, however, to pick related minors, usually from the Departments of Psychology, History, Political Science, Communications, Education, Foreign Languages, Philosophy, Computer Science, English, Economics, or Business Administration, depending upon career interests. Electives from these disciplines are also strongly suggested.

The Department of Sociology assigns an advisor to each of its majors. The student is required to obtain the signature of this advisor when registering for classes.



**Teacher Education Requirements:**

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;  
Educ 10, 14, 21, 43, 77, 86, 99. *Teaching major in Social Studies with a primary area in sociology, and supporting areas in psychology and world history:* Soc 11, 35, 38, 39, 6 hrs from 12, 45, 46 and the College major in sociology; Hist 25; Psych 10, 11, 12; elect 6 hrs from Psych 21, 25, 27, 35.

*Teaching minor in Sociology:* Soc 11, 35, 9 hrs from Soc 12, 33, 39, 45, 46.

**Human Services Group Major**

Students who are interested in the applied side of sociology may wish to consider the Human Services group major (which combines sociology and psychology). Consult the Human Services heading in this catalogue.

**COURSES IN SOCIOLOGY****11. Introductory Sociology 3 hours**

An introduction into the way society works and how sociologists approach the study of social and cultural phenomena.

**12. Culture and Society 3 hours**

This course focuses on the great diversity of living cultures revealing the range of human values, world-view, language and adaptations to survival. Theories of differences of culture—pre-literate and modern, the formation of personality and the importance of social structure will be studied.

**13. Introduction to Human Services (Psych 13) 3 hours**

This course provides an initial exposure to human services as a professional area. Attention is given to social work values, principles, and methods. The functions of social work in a variety of settings, including public welfare, correction, child care, counseling, school social work, and residential treatment, are examined.

**14. Social Problems and Social Welfare (Psych 14) 3 hours**

In this course American perspectives on social problems and social welfare are placed in historical and theoretical context. Emphasis is given to: 1) the impact of social disparity and political and economic forces on problem/need definition, and 2) the contributions of different theoretical perspectives to problem analyses and strategies of social intervention.

**28. Human Services Methods and Practice I (Psych 28) 3 hours**

This course introduces students to the types and styles of intervention utilized by human service providers. Special attention is given to interview skills, needs assessment, the uses of verbal and non-verbal communication in the interventive process, and record keeping. Methods and practices related to individuals, families, and small groups are discussed. (typically taken in conjunction with a 1 credit practicum)

**29. Human Services Methods and Practice II (Psych 29) 3 hours**

This course is a continuation of the previous segment, but with an added emphasis on group work, program design, models for evaluating interventive effectiveness, and ethical issues related to the human services profession. (typically taken in conjunction with a 1 credit practicum)

**31. Research Methods (Hist 31; Pol Sci 31; Psych 31) 3 hours**

An introduction to the qualitative and quantitative methods employed by social scientists. Emphasis is given to alternative choices of design, sampling techniques, instruments and appropriate interpretive and analytical procedures encountered in the process of social scientific research.

**Prerequisite:** Sociology 11.



**32. The Individual and Society; Social Psychology 3 hours**

This course concerns itself with interpersonal relations. The material will be reviewed from an interactionist framework, with the contention that human behavior and social order are products of communication.

**33. Marriage and Family Life (Psychology 21) 3 hours**

A review of the social-cultural factors that shape the nature of courtship, marriage and family relationships. Special emphasis is placed on contemporary Western societies. The dynamics of marriage and family life are discussed in detail. Self-actualization of individual family members, communication within the family, and task-orientation are taught as skills.

**34. The Urban Community 3 hours**

A review of the processes underlying the development of rural, urban and suburban communities. Special emphasis is given to the neighborhood structure and organization, housing and land use, human behavior, patterns of community growth, and community planning.

**35. The Social Self: Socialization 3 hours**

A study of the process by which people acquire physical, mental and social skills needed to survive and become both individuals and members of society. The primary focus is on the process of socialization from childhood through adulthood.

**36. Industrial Sociology 3 hours**

Relationships of modern industrial organizations to other institutions in society, political systems, social class systems, etc. Concerns within an industrial plant are formal and informal patterns of behavior and intergroup conflicts and adjustments.

**37. Law and Society 3 hours**

This course examines some of the interrelationships among law, culture and society. It includes units in the following areas: (1) the disputing process and dispute resolution from a cross-cultural perspective, (2) the American legal system in practice, and (3) law and social change.

**38. Statistics (Psychology 11; Pol. Sci. 11) 4 hours**

An introduction to statistical methods covering data description, graphing techniques, measurements scales, standardized scores, correlation, regression, elementary probability, repeated-measures and independent-groups t-tests, oneway and factorial analysis of variance, and chi-square. The approach to these topics is more conceptual than numerical or mathematical. A knowledge of junior-high school algebra is helpful.

**39. Political Sociology (Pol. Sci. 28) 3 hours**

A study of the social basis of political behavior and beliefs, and the social foundations of political institutions at both local and extra-local levels.

**40. Sex, Gender, and Culture 3 hours**

A study of male-female relations from a cross-cultural perspective. Consideration is given to the place of men and women in the social, economic, political and religious realms of various societies, including contemporary America, and to differing theories and conceptualizations of gender role differences and similarities.

**41. Contemporary Social Policy (Psych 41) 3 hours**

This course examines social policy on national, state, and local levels. Primary but not exclusive focus is on the United States. Attention is given to current issues in social planning, macro-level intervention, the relationship between public and private institutions, policy implementation at the agency level, and mechanisms of policy change.



**42. Computer Applications in the Social Sciences (Psychology 30) 3 hours**

This course investigates the uses of the computer as a tool in social science research. Topics covered include: history, computer hardware and software, applications in various research settings, programming languages, data collection, data analysis, word processing, and elementary programming.

**Prerequisites: Sociology 31, 38 and departmental permission.**

**43. Social Theory 3 hours**

Social theory focuses on the organic, conflict and social behavioristic schools of theory. Representatives studied are the classical social theorists Comte, Durkheim, Marx, Weber and Simmel. This course is an upper-level course required of majors and generally taken in junior or senior year. The course is taught in alternate years, the fall semester of even numbered years.

**Prerequisite: Sociology 11**

**44. Collective Action and Social Change (Political Science 38) 3 hours**

A study of the origins and nature of collective behavior and its relationship to social change. topics covered include: social movements, community organizations, obstacles to change, patterns and strategies of change.

**45. Racial and Ethnic Relations 3 hours**

An analysis of relations between dominant and minority populations (e.g. racial, ethnic, cultural, and religious groups) in complex societies, with emphasis given to the contemporary United States.

**46. Criminology 3 hours**

Study of the factors that cause crime and criminal behavior, organization of criminal behavior, theories and practices of criminal control and rehabilitation.

**47. Juvenile Justice 3 hours**

This course involves a study of the juvenile justice system. Areas of focus include: types of offenders, the extent of the juvenile delinquency problem, historical developments in the handling of juvenile offenders, and the current structure, objectives, responsibilities, and functions of the juvenile justice system.

**49. Sociological Research Design 3 hours**

Continuation of Soc 31. Required course with emphasis on designing their own research projects. Offered in the winter of odd numbered years.

**Prerequisites: Sociology 11, 31, and 38.**

**54. Social Science Seminar 3 hours**

Intensive consideration of a problem or issue of interest to social scientists. This is an interdisciplinary course in which students interact with faculty and students from other departments in the social sciences and undertake a research project utilizing the methods and perspectives found in their own major discipline. For upper-level students. BY INVITATION ONLY.

**55. Independent Study 3 hours**

A flexibly structured course allowing any student to pursue a specific topic or field experience under the supervision of a member of the department or a field representative. Consent of director necessary.

**59. Topics in Sociology/Social Services 3 hours**

This course is flexible in content, with its focus determined by student and faculty interest, current trends, and departmental needs. Examples of possible topics include contemporary theory, the sociology of religion, gerontology, the sociology of sport, etc.

**60-66. Human Services Practicum (Psych 60-66) 1-3 hours**

Practica are designed to provide students with experience in service settings under supervision of professional staff members. For each hour of credit, 30 hours of direct contact are required. All practica are offered every semester, but may be taken only

with written permission of the field experience coordinator. Sociology or Psychology 14 is a prerequisite.

- 60. Aged Practicum
- 61. Child Guidance Practicum
- 62. Crime and Delinquency Practicum
- 63. Family Services Practicum
- 64. Mental Health Practicum
- 65. Public Welfare Practicum
- 66. Special Child/Handicapped Practicum

**90. Field Experience**

**6 hours**

An assignment of eight to fifteen weeks with an approved organization. Each student will be assigned to a professional supervisor and will carry out a variety of on-the-job tasks. For human services students, six hours are applied to sociology and where appropriate three additional hours may be applied to psychology. Prerequisite: consent of the field experience coordinator.





# **MASTER OF ARTS DEGREE IN MUSIC**

## **Concentration: Church Music and Liturgy**

### **HISTORICAL SKETCH**

In 1960 Saint Joseph's College initiated its Summer Institute of Liturgical Music, which offered a comprehensive program leading to the Bachelor of Arts Degree or to a Certificate. In 1963 the Institute was extended to the full school year and two additional concentrations were added, piano and organ. A concentration in Theory and Composition was introduced in 1965. Music Education was added in 1967. In 1970 the designation of the Liturgical Music concentration was changed to Church Music in order to indicate that the training provided could well fit the needs of both Roman Catholic church musicians and those of other faiths.

A graduate program was initiated in 1966 in affiliation with DePaul University Graduate School: Music Division. On July 28, 1972, North Central Association of Colleges and Secondary Schools granted full accreditation to Saint Joseph's College independent graduate program, offering a Master of Arts Degree in Music with a concentration in Church Music.

### **AIM**

The aim of Saint Joseph's College graduate program in church music is to provide quality musical training on the graduate level to church musicians and teachers of church music in a worship-oriented context. Advanced musical theory and practice are integrated with academic liturgical investigation as well as practical experience.

For the teacher training student the graduate program further aims, through the MUSIC EDUCATION EMPHASIS, to provide a solid musical and educational basis for effective teaching in elementary and secondary schools.

### **ADMINISTRATION**

The graduate program is under the general supervision of the Vice President for Academic Affairs, who is directly responsible to the President of the College. Policies are determined by the Graduate Council, of which the Graduate Director is the chairperson. The Graduate Council is made up of at least five members, including the Graduate Director and College Registrar, together with the other members proposed by the Vice President for Academic Affairs and appointed by the President.

Details of the graduate program are administered by the Graduate Director, who presents recommendations from the faculty or students to the Graduate Council. The Graduate Director also serves as advisor for the students or assigns this task to one or more fellow instructors. Student requests for special consideration, for example, for a departure from the listed requirements and regulations, are to be made to the Graduate Council through the student's advisor.

### **Requirements for Admission to the Graduate Program**

To be admitted to the Graduate Program, the student must meet the following requirements:

1. He/she must have a bachelor's degree from a recognized college or university.
2. He/she must have a cumulative index of 2.50 in undergraduate work.
3. He/she must have fulfilled the music requirements of Saint Joseph's College undergraduate program in Church Music for his/her specific emphasis: Composition, Conducting, Organ, Piano, Voice, Guitar, Music Education. (Additional requirement for students who choose the Composition emphasis: Orchestration) Deficiencies, if any, must be removed through credit or through proficiency examinations. Prerequisite courses taken at Saint Joseph's College must be taken for credit.
4. He/she must submit an application and official transcripts of all undergraduate and graduate work. These documents must be submitted at least four weeks before the opening date of the summer session.
5. He/she must pass placement examinations in theory, piano, organ (performance and service playing), conducting, voice, and music history; also guitar for those in guitar emphasis. Those in composition emphasis must also submit two of their most advanced, recently composed scores. Should the applicant fail in any area, additional undergraduate work will be assigned and a subsequent examination required.

IN ORDER TO ENROLL FOR GRADUATE COURSES APPLICABLE TOWARD THE DEGREE, THE STUDENT MUST HAVE REMOVED ALL BUT SIX CREDIT HOURS OF DEFICIENCY, EXCLUSIVE OF APPLIED MUSIC.

### **Proficiency (placement) Exams.**

Proficiency exams must be taken at the beginning of the summer in which the student initiates work toward the graduate degree. If the student fails to pass a given proficiency exam, she/he will be required to take lessons in that area in the summer session(s) until the exam is passed. All deficiencies must be removed before the student can become a candidate for the degree.

### **Requirements for Admission to Candidacy for the Degree**

In order to be admitted to candidacy for the degree the student must fulfill the following requirements:

1. He/she must have removed all deficiencies.
2. He/she must have successfully passed at least six credit hours of graduate work with an index of 2.5 or better.
3. He/she must have completed the Application for Admission to Candidacy for the Master's Degree and received approval of same from the graduate music faculty.

### **Requirements for Graduation**

The requirements for graduation are as follows:

1. Admission to candidacy as described above.
2. The successful passing of thirty or more credit hours applicable toward the degree as indicated in one of the seven emphases with a grade of C or above.
3. A cumulative index of 3.00 or above.
4. The fulfillment of residence and time requirements, as follows:
  - a. **Residence.** Normally all courses for the degree must be taken at Saint Joseph's College. With special permission of the Graduate Director a maximum of six credit hours of graduate work may be transferred from another institution provided the grade earned was B or above.



- b. **Time.** All work applicable toward the degree must have been done within the span of seven years. Work beyond seven years before the proposed graduation must be validated by a special examination.
- 5. Graduation Projects as follows:
  - a. For ORGAN, VOICE, PIANO, GUITAR, CONDUCTING, and COMPOSITION EMPHASES —
    - Service Recital** .....1 credit hour  
This designation is to be rather broadly understood in that the performance may take any of seven forms: organ, voice, piano, guitar, conducting, composition, or lecture with demonstration. The student should design and produce the service, function in the service in a significant performing capacity, and show how theological-liturgical meaning is articulated and expressed in the service. This meaning should be documented for the professor guiding the student in the preparation of the service and successfully communicated. All stipulations of the approved Guidelines for the Service Recital are to be strictly observed. A video tape of the Service Recital is to be submitted to the graduate director.
    - Research Paper** .....1 credit hour  
The research paper, between 30 and 50 pages, is to treat a topic involving music in worship, e.g., the role of the cantor, sacramental rite(s), the psalms, etc. Historical, theological and musical dimensions should enter into the research. Standard format is prescribed. One copy is to be submitted to the faculty.  
All stipulations of the approved Guidelines for the Research Paper are to be strictly observed.

Students may distribute the fulfillment of the requirements of the graduation project over two summers if they so choose.

- b. For MUSIC EDUCATION EMPHASIS —  
Students who choose the MUSIC EDUCATION EMPHASIS must prepare and present a music practicum in educational setting as their graduation project (3 credit hours). This practicum must include the conducting of both instrumental and vocal music. A research paper on the content of the presentation is to be submitted to the instructor for the graduate files.

**Independent Study**

The graduate program provides the opportunity for a student to pursue special topics or projects apart from regularly scheduled courses. The student registers for such independent study at the beginning of the session.

**Directed Study**

Occasionally a student may need a course listed in the graduate bulletin but not officially offered in the given summer session. Registration for such a course requires the approval of the Vice President for Academic Affairs and the consent of the appropriate instructor. The number of instructor-student meetings is determined by the instructor.

**Experiential Credit**

A student may be dispensed from a given graduate course in virtue of experience and/or satisfactorily passing a qualifying exam. This does not apply to applied music.

**Student Counseling**

When a student makes formal application for admission to candidacy for the degree he or she will choose a special advisor for academic matters. Normally the student should choose an advisor from the area of emphasis. Members of the graduate faculty are eligible to serve as advisors. Standard forms for this purpose are available at the office of the Graduate Director.

**Class Load**

The normal class load for the summer session is seven credit hours. Exceptions need the approval of the Graduate Director.

**GRADING SYSTEM AND QUALITY POINTS**

- Graduate courses are graded as follows:
- A — excellent; above average . . . . . 4 quality points
  - B — good, average . . . . . 3 quality points
  - C — passing; below average but sufficient for earning credit . . . 2 quality points
  - F — failure . . . . . 0 quality points
  - I — incomplete; work to be completed within five weeks after the close of the session or a grade of F to be given.
  - W — withdrawal
  - Z — audit

**CLASS WITHDRAWAL**

A student who withdraws from a course before the final week of the summer session will receive a W in the course.

A student who withdraws later than one week before the end of the summer session will receive an F in the course.

**NON-DEGREE-SEEKING STUDENTS**

Specially qualified students who do not fulfill all admission requirements may enroll for individual courses for which they are qualified, with the approval of the Graduate Director.

Prerequisite courses taken at Saint Joseph's College must be taken for credit.

**PROGRAM OF STUDIES**

- Required of all students (unless otherwise noted below):
- Liturgy 511. Liturgical Foundations: Theology, History and Praxis—3 hours
  - Liturgy 513. Music as Pastoral Prayer—2 hours
  - Liturgy 514. Recent Liturgical Documents and the Rites—2 hours
  - Elective in Liturgy—2 hours
  - Music 611. Sixteenth-century Counterpoint—3 hours
  - Music 612. Evolution of Sacred Vocal Music—3 hours
  - Music 644. Service Music:
    - a) Keyboard—1 hour
    - b) Cantor—1 hour
    - c) Guitar—1 hour
  - Music 670. Graduation Project—2 hours, namely:
    - Service Recital—1 hour
    - Research Paper—1 hour(For details cf. *Requirements for Graduation*)



**Additional requirements for ORGAN EMPHASIS:****One** of the following courses in conducting:

Music 621. Gregorian Paleography and Chironomy—2 hours

Music 622. Conducting and Score Reading: Renaissance and Baroque Church Music—2 hours

Music 623. Conducting and Score Reading: Twentieth-century Church Music—2 hours

Music 631. Organ Literature and Registration I (beginning to 1750)—2 hours

Music 632. Organ Literature and Registration II (1750 to the present)—2 hours

Music 633. Organ Structure and History—1 hour

Music 641. Organ—4 hours

Music 642. Voice—1 hour

**Additional requirements for VOICE EMPHASIS:**

Music 621. Gregorian Paleography and Chironomy—2 hours

**One** of the following: 622, 623 (cf. above)—2 hours

Music 634. Christian Hymnody and Metrical Psalmody—2 hours

Music 642. Voice—4 hours

**Additional requirements for PIANO EMPHASIS:**

Music 643. Piano—4 hours

Music 641. Organ—2 hours

Music 651a. Keyboard Pedagogy—1 hour

Music 651b. Vocal Pedagogy—2 hours

Music 621 or 622 or 623—2 hours

(Music 621. Gregorian Paleography and Chironomy

Music 622. Conducting and Score Reading:  
Renaissance and Baroque Church Music.Music 623. Conducting and Score Reading:  
Twentieth-century Church Music.)

Music 642. Voice—1 hour

**Additional requirement for GUITAR EMPHASIS:**

Music 636. Guitar Literature: Solo and Ensemble—2 hours

Music 646. Guitar—4 hours

Prerequisite: Music 56 or equivalent

Music 656. Guitar Pedagogy—2 hours

Music 642. Voice—2 hours

**Additional requirements for COMPOSITION EMPHASIS:**

Music 613. Twentieth-century Techniques—2 hours

Music 623. Conducting and Score Reading: Twentieth-century Church Music—2 hours

Music 634. Christian Hymnody and Metrical Psalmody—2 hours

Music 614. Composing and Arranging for the Church Musician I—2 hours

Music 615. Composing and Arranging for the Church Musician II—2 hours

Music 616. Composing and Arranging for the Church Musician III—2 hours

**Additional requirements for CONDUCTING EMPHASIS:**

Music 621, 622, and 623 (cf. above)—6 hours

Music 634. Christian Hymnody and Metrical Psalmody—2 hours

Music 642. Voice—2 hours

**Additional requirements for MUSIC EDUCATION EMPHASIS:**

Music 622 or 623 (Cf. above)

Music 671. Music Practicum in Educational Setting—3 hours

Applied Music—4 hours

**Six hours of the following:**

Music 651a. Keyboard Pedagogy for the Classroom Teacher—1 hour

Music 651b. Vocal Pedagogy for the Classroom Teacher—2 hours

Music 652. Composing and Arranging for the Classroom Teacher—3 hours

Music 653. Teaching Instrumental Music at the Primary and Secondary Levels—3 hours

Courses 644 and 670 are not required. With permission of the Graduate Director, six hours of graduate music or music education may be substituted for Liturgy 513, 514, and the Liturgy elective.

## COURSE OFFERINGS

### GRADUATE COURSES IN MUSIC

#### Theory and Composition

##### 611. Sixteenth-century Counterpoint 3 hours

Understanding and appreciation of sixteenth-century contrapuntal style are fostered through performance and analysis of vocal polyphony of the period. Exercises, using the species approach with polyphonic modes, are written in open score with C clefs from two to four voices. The course includes a library research project.

**Prerequisite:** The student must have passed the graduate placement exam in theory.

##### 613. Twentieth-century Techniques 2 hours

A practical survey of selected twentieth-century compositional techniques, using both non-traditional materials and procedures, and traditional materials and procedures in nontraditional ways.

**Prerequisite:** Music 23 (Theory IV) or its equivalent.

##### 614. Composing and Arranging for the Church Musician I 2 hours

Compositions for any of the following: vocal solo; keyboard solo; vocal ensembles with keyboard accompaniment and/or instrumental descants.

**Prerequisites:** Music 23 (Theory IV) and 62 (Advanced Undergraduate Composition) or their equivalents.

##### 615. Composing and Arranging for the Church Musician II 2 hours

Continuation of Music 614 with attention to composing for instruments.

**Prerequisite:** Music 614.

##### 616. Composition and Arranging for the Church Musician III 2 hours

Composition of works for vocal and/or instrumental combinations.

**Prerequisites:** Music 614, 615.

#### Conducting

##### 621. Gregorian Paleography and Chironomy 2 hours

Gregorian square-note notation is studied in itself and in the light of paleographic evidence, especially that of the St. Gall and Messine notational schools. Practical chironomy, based on modal, textual, and rhythmic analysis, as well as on paleographic evidence, forms the core of the course. Emphasis is placed on actual singing and chironomy (conducting).

##### 622. Conducting and Score Reading: Renaissance and Baroque Church Music 2 hours

Review of conducting patterns and techniques. Study and conducting of selected Renaissance and Baroque sacred masterworks. The course will include analysis, preparation of conducting scores, and consideration of performance practices.

**Prerequisite:** Passing of graduate placement exam in conducting.



**623. Conducting and Score Reading: Twentieth-century Church Music 2 hours**

Review of conducting patterns and techniques. Study and conducting of selected twentieth century sacred masterworks. The course will include analysis, preparation of conducting scores, and consideration of performance practice.

**Prerequisite:** Passing of graduate placement exam in conducting.

**History and Literature**

**612. Evolution of Sacred Vocal Music 3 hours**

An historical study of stylistic and formal development in, and musical, textual, and liturgical analysis and evaluation of sacred vocal music, including the following forms: mass, motet, vespers, hymns, antiphon, psalm, response, sequence, cantata, passion, oratorio.

**631. Organ Literature and Registration I 2 hours**

A study of organ literature and the instruments for which it was written, from the earliest times through the music of Johann Sebastian Bach. Authentic registration practices are included.

**632. Organ Literature and Registration II 2 hours**

A study of organ literature and the instruments for which it was written, from the Classical period to the present. Authentic registration practices are included.

**633. Organ Structure and History 1 hour**

A study of the history and of the mechanical aspects of the organ. Guidelines for choosing and designing an instrument for the parish church will also be included.

**634. Christian Hymnody and Metrical Psalmody 2 hours**

A study of the history and literature of hymnody and metrical psalmody, with a view to incorporating the knowledge acquired into the student's ministry to a singing church. Special attention is focused on style, historical development, poetic meters, indices, choral arrangements, and liturgical appropriateness.

**636. Guitar Literature 2 hours**

A study of the history and of solo and ensemble literature for the classical guitar, with emphasis on works which are appropriate for use in religious services.

**Applied Music**

**641. Organ Variable credit**

**642. Voice Variable credit**

**643. Piano Variable credit**

**644a. Service Music: Keyboard 1 hour**

A course in the practical aspects of the use of organ/piano in service playing. Included are proper hymn playing techniques and registrations, alternate harmonizations, the use of the organ/piano with guitars and cantor/congregation music, and basic improvisation.

**644b. Service Music: Cantor 1 hour**

Exploration of the role of the cantor in bringing the song of the worshipping assembly to life by serving as musical "minister of presence" in facilitating the people's prayer in song. Course content includes the history of the cantor, pertinent Church documents, vocal production and interpretation, improvisation, cantorial style, and literature.

**644c. Service Music: Guitar 1 hour**

Exploration of the role of the liturgical guitarist as one who enriches the prayer life of the Church by serving as musical "minister of presence" in accompanying the worshipping assembly's singing and enhancing the celebration with classical reflective music. Course content includes structure, tuning, and care of the guitar, history of the instrument, pertinent Church documents, and liturgical organization and style.

645. Performance Recital 1-2 hours  
 646. Guitar variable credit  
 Prerequisite: Music 56 or its equivalent.

### Graduation Projects

- 670a. Service Recital—1 hour  
 670b. Research Paper—1 hour  
 (For details of 670a and 670b, cf. *Requirements for Graduation.*)

### Music Education

- 651a. Keyboard Pedagogy for the Classroom Teacher 1 hour  
 A study of uses for the keyboard in the pre-college classroom and of current pedagogical practice and teaching materials, with attention to both individual and group instruction.
- 651b. Vocal Pedagogy for the Classroom Teacher 2 hours  
 A comparative study of vocal methods. Content includes such areas as teaching vocal production and interpretation and solving vocal problems, such as those occasioned by the changing voice.
652. Composing and Arranging for the Classroom Teacher 3 hours  
 A practical approach to composing and arranging original or public domain materials for use in student instruction and liturgical participation.
653. Teaching Instrumental Music at the Primary and Secondary Levels 3 hours  
 A basic "How to" course, addressing all aspects of teaching instrumental music at the primary and secondary levels. Included will be a brief review of instrumental literature, current method books and techniques, as well as a consideration of the administration and organization of the instrumental music program.
656. Guitar Pedagogy 1 hour  
 A study of the principles and methods employed in practicing the art and profession of teaching guitar. Content includes: concepts of the great guitar masters, comparative study of guitar methods, preparation of the student's own method of instruction.
671. Music Practicum in Educational Setting 3 hours  
 (For details see Requirements for Graduation.)

### Miscellaneous

501. Summer Chorus 1 hour  
 The summer chorus offers an opportunity to train under a master conductor and participate in the singing of sacred masterworks. The chorus meets four times a week and presents an annual concert. Full-time Church Music and Liturgy students are required to participate. Credit is optional. The grade will be PASS/NOT PASS.
655. Independent Study 1-3 hours  
 660. Seminar (variable content) 1-3 hours

### Graduate Courses in Liturgy

511. Liturgical Foundations: Theology, History and Praxis 3 hours  
 Theological perspectives will be developed from the Constitution on the Sacred Liturgy and from dialogue with other Christian traditions.  
 The major periods of development in the Christian tradition of worship will provide the historical perspective. Presentations will be kept concrete and pastoral by regular reference to current questions and problems of worship celebrations.



**512. Liturgical Thinking and Practice (variable content) 2 hours****513. Music as Pastoral Prayer 2 hours**

An attempt to synthesize perspectives on past and present day practices in liturgical music within the American Roman Catholic Church. Emphasis is placed on guided musical applications in both individual and group experiences as a means of forming practical procedures for use today.

**514. Recent Liturgical Documents and the Rites 2 hours**

Against the background of various basic liturgical documents, this course will study the Praenotanda (Introductions) of all the rites in order to discern patterns which reveal the meaning, importance, and dignity of the rite. Ritual structure, ministries, forms of celebration, adaptations, and pastoral preparation will be investigated with a view toward facilitating and developing conscious and active participation in the rites.

**515. Liturgy Planning and Coordination of Ministries 2 hours**

The goal of this course is to enable students to develop their own workable planning processes and coordination of ministries in their particular situations. Means of achieving this end include a study of the use of Scripture, prayer, symbol, music, and gesture in planning liturgical celebrations and coordinating the ministries involved. A wide variety of planning procedures will be explored.

**517. Rites of Christian Initiation 2 hours**

Initiation into the Church, a practice among the early Christians, will be studied in its restored and revised version. The student will examine the process of discerning and ritualizing the stages of conversion in the context of the support, prayer, and witness of the entire faith community—a process which leads through the sacraments of baptism and confirmation to the celebration of the eucharist in the Easter Vigil. Anthropological, historical, theological and liturgical considerations will be included. Pastoral application will be stressed.

**518. Sacraments in Tradition, Theology, and Parish Celebration 2 hours**

Developing understanding of sacrament will be traced through Scripture, tradition, and current thinking. Sacraments regularly celebrated in a parish (Infant Baptism, Marriage, Anointing, Reconciliation) will each be considered in history of development, theological tradition, and pastoral parish celebration.

**519. Environment in Worship 1 hour**

This course will consider the worship of God and its requirements of tradition, community, hospitality, the experience of mystery, and the opening up of religious symbols as these relate to the environment and art in Catholic worship. The principles set forth in Environment and Art in Catholic Worship will be examined and used as criteria in judging a wide variety of environmental situations.

**520. Sanctification of Time: Liturgy of the Hours 2 hours**

An overview of the Divine Office from Early Christianity to the present. Attention will be given to the daily prayer in the Pre-Constantinian Church, the development of the Divine Office, the classic Cathedral Offices, the classic Monastic Offices, Medieval choir offices and accretions, attempts at reform, and the post-Vatican II Liturgy of the Hours. Special stress is placed on contemporary pastoral celebrations.

**521. The Eucharist in Christian Tradition 2 hours**

A study of the Eucharist as the central sacrament in the life of the Church, considered in its biblical, ritual, historical, and theological dimensions. This will be accomplished by analysis of ritual elements in their Jewish roots, as well as in scripture and patristic writings, followed by a survey of the history of the sacrament up to the present. Emphasis will be placed on the pastoral character of Eucharist in the life of the Church.

**522. The Liturgical Year** **2 hours**

Sunday, seasons, and saints will be investigated from a historical/theological perspective. Pastoral insights will be regularly drawn with a view to current parish celebration. Marian feasts will be given special consideration.

**DIPLOMA IN PASTORAL LITURGY** (a non-degree sequence)

This sequence is designed to provide PASTORALLY ORIENTED INSTRUCTION AND ENRICHMENT FOR LITURGICAL MUSICIANS WHO ALREADY HAVE THEIR MUSICAL TRAINING AND FOR DIRECTORS OF LITURGY AND OTHERS IN SIMILAR LEADERSHIP ROLES.

The following courses and four credit hours of electives in liturgy are required:

- a. Liturgy 514, 517, 520
  - b. Liturgy 518, 521, 522
  - c. Liturgy 515, 519
- (Musical expertise not required)

**Residence**

Normally all courses for the Diploma must be taken at Saint Joseph's College. With special permission of the Graduate Director, a maximum of seven credit hours may be transferred from another institution. Dispensation from a given course may be granted by the Director in virtue of demonstrated knowledge of the content of the course. However, at least fourteen credit hours must be taken from Saint Joseph's College.

**CERTIFICATE IN CHURCH MUSIC AND LITURGY**

Requirements for the non-degree Certificate in Church Music and Liturgy are as follows:

- a. Prerequisite: Keyboard ability to accompany hymns.
- b. Music 4, 11, 12, 13, 14, 15, 60 (cf. College catalog) and one of the following:
  - 1. Music 46: Advanced Conducting . . . . .2 hours
  - 2. Piano . . . . .3 hours
  - 3. Organ . . . . .3 hours
  - 4. Guitar . . . . .3 hours
  - 5. Voice . . . . .3 hours
- c. Liturgy 511 (offered in summer session) and 6 additional hours of electives in liturgy.
- d. Residence: 12 credit hours, but some may be transferred or dispensed with in virtue of examinations.



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M.A., Catholic University of America, 1949; L.C.G., Pontifical Institute of Sacred Music (Rome), 1958; M.C.G., *ibid.*, 1959; D.S.Mus., *ibid.*, 1970.

**Larry Hemmelgarn, C.PP.S.**

M.Div., Chicago Theological Institute: S.T.D. (Cand.) Pontificium Institutum Liturgicum Angelicum (Rome).

**Ralph C. Verdi, C.PP.S.**

M.A., University of Dayton, 1969; M.Div., St. Bernard's Seminary, Rochester, N.Y., 1971; M.Mus., Eastman School of Music, University of Rochester, 1974; Ph.D., Catholic University of America, 1991.

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Music Ministry and Liturgy/St. Stanislaus Parish, Omaha, NE; M.A., Saint Joseph's College, Rensselaer, IN, 1973.

**James P. Challancin**

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**J. Bradford Gee**

Associate Instructor, Indiana University, Bloomington, IN; M.Mus., Westminster Choir College, Princeton, NJ, 1985; D. Mus. (cand.), Indiana University.

**Philip Gehring**

Professor Emeritus, Valparaiso University, Valparaiso, IN; Fellow of the American Guild of Organists. B. Mus., Oberlin College and Conservatory, Oberlin, OH; Ph.D., Syracuse University, Syracuse, NY, 1963.

**Paula M. Napoli, SSJ**

Music and Liturgy Ministry, St. Francis of Assisi Parish, Baltimore, MD; M.A., Saint Joseph's College, 1985.

**Marilyn L. Schauble, OSB**

Director of Music Ministries, St. George Parish, Erie, PA; M.A., Saint Joseph's College, 1979.

**Marguerite Streifel, OSB**

Director, Office of Worship, Crookston, MN; M.A. (Music), Saint Joseph's College, 1977; M.A. (Liturgical Studies), Notre Dame University, 1985.

**Charlotte A. Zalot, OSB**

Music and Liturgy Ministry, Mt. St. Benedict Monastery, Erie, PA; M.A., Saint Joseph's College, 1986.

**FEES (Subject to change without notice)**

Tuition per undergraduate hour (numbered under 500) . . . . .	\$103.00
Tuition per graduate hour (numbered over 500) . . . . .	112.00
Fee per credit hour for auditing . . . . .	50.00
Admission fee (payable one time only). . . . .	15.00
Fee for private instruction in applied music	
(Short introductory meeting with instructor	
and six lessons for one hour each) (plus tuition). . . . .	100.00
General fees (health center, student center, library, chorus). . . . .	30.00
General fees for day students per credit hour . . . . .	2.50
Graduation fee for undergraduate programs and Diploma. . . . .	40.00
Graduation fee for graduate program . . . . .	60.00
Room for Summer Session . . . . .	440.00
Board (lunch and dinner) . . . . .	370.00

(Breakfast available at moderate prices on cash-payment basis)

Director: Lawrence Heiman, C.P.P.S., D.S. Mus.

Assistant Director: Sr. Paula Napoli, S.S.J., M.A.

The college reserves the right to cancel any courses with insufficient enrollment.



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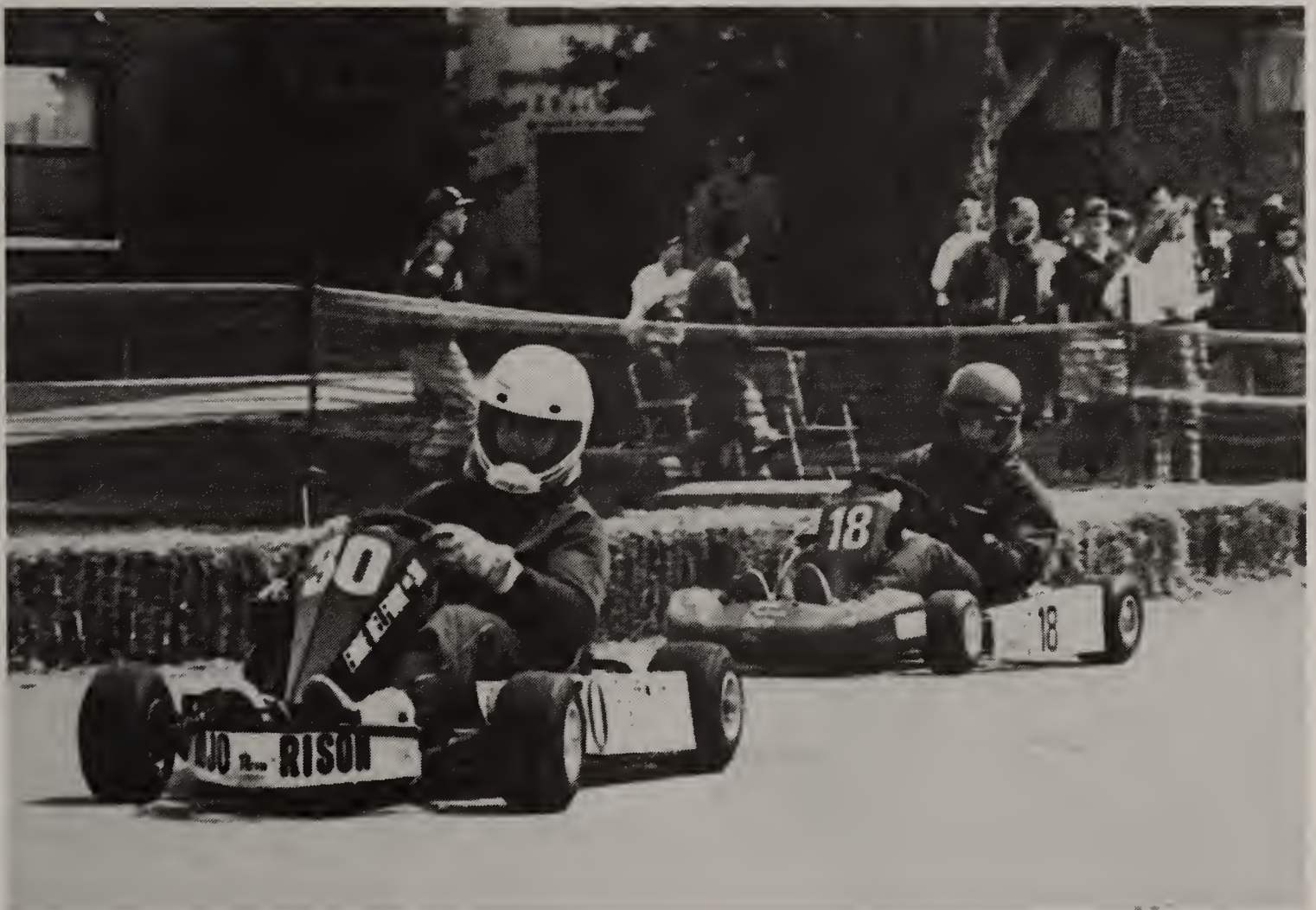
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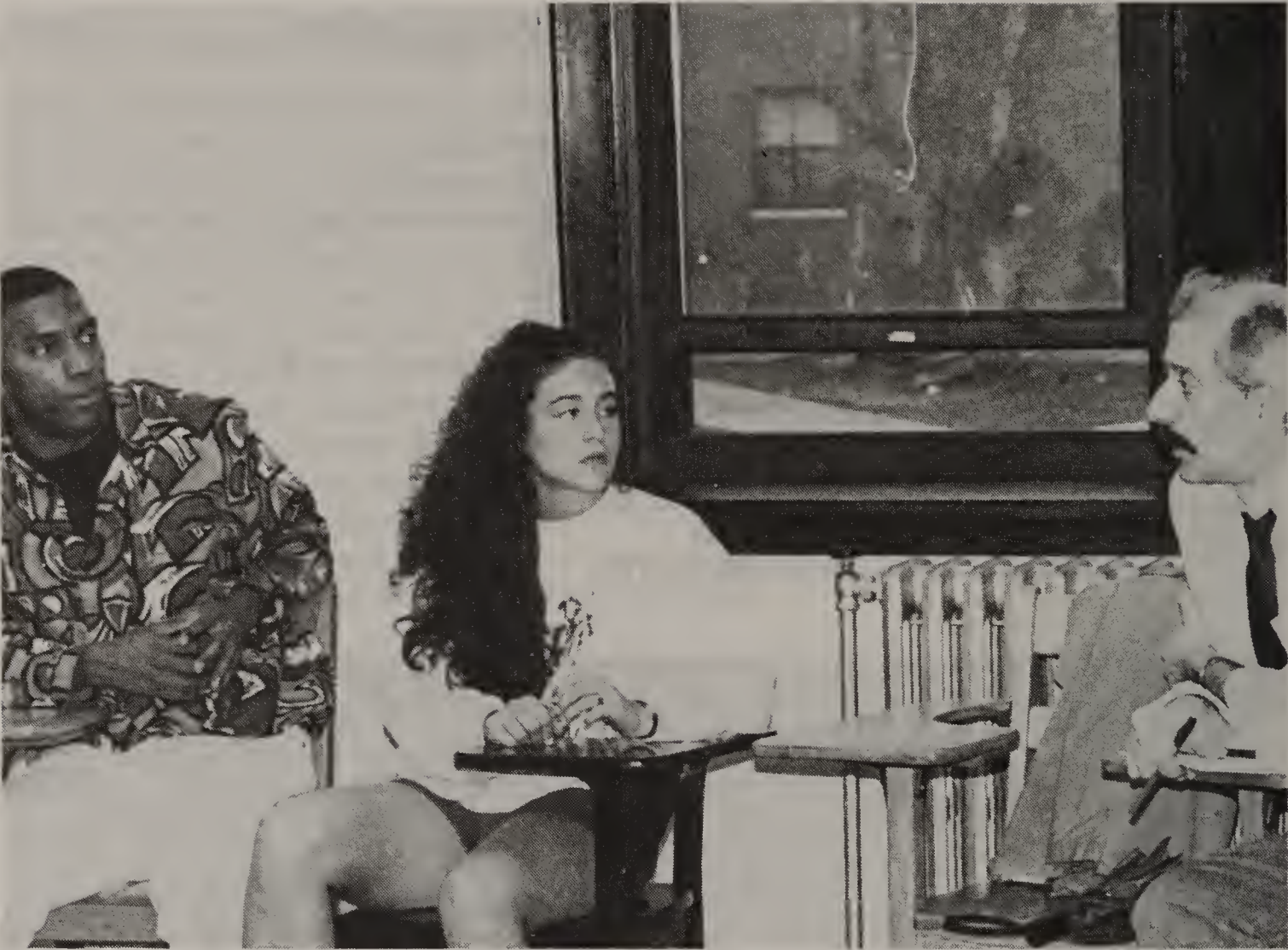
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Dixie Green, R.N. ....	Director of Health Center
David Hoover.....	Director of Financial Aid
Diane Jennings.....	Director of Counseling Services
Jerome Korba, C.PP.S. ....	Channel 6 Manager
Vicki Kosowsky .....	Assistant Vice President for Student Affairs
Bruce Mathew.....	Director of Computing Services
Phyllis Mingear .....	Director of Bookstore
Catherine Salyers .....	Head Librarian
Debra Sizemore .....	Director of Student Finances
Wm. Cebie Smith.....	Director of Alumni and Parent Relations

A'Lynne Boles .....	Office of Multicultural Affairs
David Owens .....	Office of Multicultural Affairs
Ernest Watson .....	Office of Multicultural Affairs

## FACULTY

### Allen H. Berger, (1979)

*Professor of Anthropology, and Dean of Freshmen*

B.A., University of Chicago, 1972; M.A., Columbia University, 1974; M.Phil., Columbia University, 1976; Ph.D., Columbia University, 1986.

### Frederick R. Berger, (1978)

*Director of Television and Assistant Professor of Communications*

B.A., Purdue University, 1976; M.A., Purdue University, 1978.

### Robert D. Brodman (1992)

*Assistant Professor of Biology*

B.A., Rutgers University, 1985; M.S., University of Michigan, 1987; M.S., Eastern Michigan University, 1989; Ph.D., Kent State University, 1992.

### Allen J. Broussard, (1964)

*Associate Professor of Accounting*

B.S., University of Southwest Louisiana, 1958; M.B.A., University of Arkansas, 1960; C.P.A., State of Indiana, 1968.

### Brian L. Capouch (1985)

*Instructor in Computer Science*

A.B., Indiana University, 1975 (on leave).

### Ralph M. Cappuccilli, (1948)

*Professor of Speech*

B.A., Saint Joseph's College, 1947; A.M., University of Michigan, 1951; Ph.D., Purdue University, 1967.

### David B. Chattin (1984)

*Associate Vice President for Academic Affairs; Associate Professor of Psychology*

B.S., Randolph-Macon College, 1980; M.A., Vanderbilt University, 1982; Ph.D., Vanderbilt University, 1988.

### Susan Chattin (1991)

*Instructor in Humanities*

B.S., Saint Joseph's College, 1985; M.A.L.S., Valparaiso University, 1991.

### David D. Chesak, (1970)

*Professor of Mathematics and Physics*

B.S., Purdue University, 1958; M.E.E., University of Louisville, 1963; Ph.D., Ohio University, 1971; P.E., 1963. NASA Summer Research Institutes, Marshall Space Flight Center, 1967, 1968, and 1974; AEC Summer Institute, Washington State University, 1973; USAF Summer Faculty Research, Edwards Air Force Base, 1976; Summer Faculty Research Fellowship, Johnson Space Center, 1981 and 1982; Navy Summer Faculty Research Fellowship, Naval Aerospace Medical Research Laboratory, Pensacola, 1985.

### Karen Craig, (1977)

*Professor of Education*

B.S. Ed., Carlow College, 1964; M.Ed., Pennsylvania State University, 1970; Ed.D., University of North Dakota, 1973; B.S. (Psychology) Saint Joseph's College, 1982.



**Michael E. Davis, (1952)***Associate Professor of Geology*

B.S., Kansas State University, 1950; M.S., Kansas State University, 1951; N.S.F., Summer Institute, Millsaps College, 1968; Summer Institute, Wayne State University, 1969.

**Donald Davison, C.PP.S., (1982)***Assistant Professor in Religion*

B.A. (English and Philosophy), Saint Joseph's College, 1975; M. Div., Catholic Theological Union, 1980; Ph.D. (Cand.), University of Virginia.

**William E. Del Principe, (1975)***Assistant Professor of Accounting and Finance*

B.S., Saint Joseph's College, 1973; M.B.A., DePaul University, 1976; C.P.A., State of Illinois, 1973.

**Karen E. Donnelly (1984)***Associate Professor of Computer Science*

A.B., Indiana University, 1969; Ph.D., Northwestern University, 1975.

**Anne-Marie Egan, (1962)***Associate Professor of Music*

A.B., Western Maryland College, 1955; M.A., Indiana University, 1957.

**John B. Egan, (1962)***Professor of Music*

B.Mus., College-Conservatory of Music of Cincinnati, 1956; Ph.D., Indiana University, 1962.

**Keith Freeman, (1990)***Assistant Professor of Business*

B.S., Huntington College, 1986; M.B.A., Ball State University, 1987.

**James E. Froelich, C.PP.S., (1974)***Assistant Professor of Religion*

A.B., University of Dayton, 1951; M.A., Xavier University, 1962.

**Jerry Garrett, (1991)***Assistant Professor of Education*

B.S., Ball State University, 1979; M.A., Ball State University, 1981; Ed.D., Ball State University, 1984; completed courses for license as Superintendent of Schools, Indiana University, 1989; Indiana Principal's Leadership Academy, Indianapolis, Indiana, 1990.

**Robert J. Garrity (1972)***Professor of Philosophy and English*

B.A. (German), LaSalle University, 1953; M.A. (Religion), LaSalle University, 1954; University of Pittsburgh, 1955; University of Georgia, 1958 and 1988; M.A. (Philosophy), Duquesne University, 1962; Ph.D., Duquesne University, 1964; M.A. (English), Purdue University, 1983; University of Kansas, 1989; University of Wisconsin, 1990.

**Philip F. Gilbert, C.PP.S., (1961)***Associate Professor of Mathematics*

B.S., Saint Joseph's College, 1952; University of Detroit, 1960-61; B.A., University of Dayton, 1960; M.S., University of Illinois, 1964; Purdue University.

**John D. Groppe, (1962)***Associate Professor of English*

B.S., City College of New York, 1954; M.A., Columbia University, 1957; University of Notre Dame, 1957-62. N.E.H. Fellowship, Dartmouth College 1975-76.

**Edward P. Habrowski, (1981)**

*Secretary of the College; Associate Professor of Education*

B.A., Saint Joseph's College, 1971; M.Ed. (Secondary Education), St. Francis College, 1975; M.Ed. (School Administration), Indiana University, 1986; FIPSE-sponsored field experience in Malawi and Zimbabwe, 1985. Ed. D. (Cand.), Indiana University.

**Alexandra S. Hall (1990)**

*Assistant Professor of Psychology*

B.A., Hope College, 1981; M.S., Purdue University, 1983; Ph.D., Purdue University, 1989.

**David H. Hoover, (1966)**

*Director of Financial Aid and Assistant Professor of History*

B.A., Saint Joseph's College, 1961; M.A., University of Cincinnati, 1965; Purdue University.

**William G. Jennings, (1965)**

*Assistant Professor of Physical Education*

B.P.E., Purdue University, 1957; M.Ed., Loyola University (Chicago), 1963.

**Judith A. Jezierski, (1986)**

*Assistant Professor of Nursing*

R.N. Roseland Community Hospital School of Nursing; B.S.N., Loyola University; M.S.N., St. Xavier College.

**Mark F. Johnson (1990)**

*Assistant Professor of Philosophy*

B.A., Cornell College, 1983; M.A., University of Toronto, 1984; License in Mediaeval Studies, 1988; Ph.D., University of Toronto, 1990.

**Duvall Jones, (1973)**

*Professor of Biology*

A.B., Western Maryland College, 1955; M.S., University of Maryland, 1961; Ph.D., University of Florida, 1967.

**Charles M. Kerlin, (1968)**

*Professor of English*

B.S., Purdue University, 1960; M.S. Purdue University, 1961; Ph.D., University of Colorado, 1968.

**Timothy McFarland, C.PP.S. (1985)**

*Assistant Professor of Religion*

B.S., Saint Joseph's College, 1978; M.Div., Catholic Theological Union, 1983. (on leave)

**Margery McIlwain, (1986)**

*Assistant Professor of Chemistry and Mathematics*

B.S., Purdue University, 1972; M.A.T., Purdue University, 1979.

**Bernard J. Meiring, C.PP.S., (1957)**

*Professor of Education and Accounting.*

B.A., University of Dayton, 1951; M.A., University of Detroit, 1957; Ph.D., University of California, 1963. Participant in the Tri-University Project in Elementary Education, New York University, 1968-69; C.P.A., State of Indiana, 1983.

**William Millar (1989)**

*Associate Professor of Psychology and Sociology*

B.A., Alma College, 1964; M.S.W., University of Michigan, 1967; J.D., Northwestern School of Law (Oregon), 1979.



**Robert V. Monfort, (1980)***Associate Professor of Finance and Accounting*

B.S., Saint Joseph's College, 1972; M.B.A., DePaul University, 1980; C.P.A., State of Indiana, 1979; C.F.A. (Phase 1), Financial Analysts Federation, 1981; J.D., DePaul University, 1988.

**John P. Nichols, (1968)***Core Coordinator and Professor of Philosophy*

B.A., University of Dayton, 1955; S.T.B., Catholic University of Fribourg, 1961; University of Graz; S.T.L., Catholic University of Fribourg; Ph.L., Catholic University of Louvain, 1965; Ph.D., Catholic University of Louvain, 1967; Danforth Associate, 1977-83; Council for Philosophical Studies Fellowship, 1977, N.E.H. Summer Fellowship, U. of Wyoming, 1984; N.E.H. Summer Seminar Director, 1985.

**Roger G. Olson (1992)***Assistant Professor of Mathematics*

B.S., State University of New York, College at Oneonta, (Geology) 1975; The Pennsylvania State University, 1976-77; M.S., University of Notre Dame, (Mathematics) 1987; Ph.D., University of Notre Dame, 1991.

**David E. Osterfeld, (1978)***Professor of Political Science*

B.A., Saint Joseph's College, 1971; M.A., University of Cincinnati, 1974; Ph.D., University of Cincinnati, 1977; Resident Scholar at The Heritage Foundation, 1992.

**David E. Owens, (1982)***Associate Professor of Economics*

B.S., Saint Joseph's College, 1975; M.A., The Ohio State University, 1978; Ph.D., (Cand.), The Ohio State University.

**Robert Pfaff, (1993)***Associate Professor of Chemistry*

B.A., Augustana College, 1975; M.S., University of Oklahoma, 1978; Ph.D., University of Oklahoma, 1980.

**Musa Pinar, (1988)***Associate Professor of Marketing*

B.S., Ege University, Izmir, Turkey, 1975; MBA, Mississippi State University, 1979; Ph.D., Mississippi State University, 1983.

**John P. Posey, (1969)***Professor of History*

B.S.Ed., University of Georgia, 1958; M.A., University of Georgia, 1959; Ph.D., University of Georgia, 1962; Ford Foundation Fellowship, Institute of Far Eastern History and Civilization, Florida State University, Summer, 1965; U.S. Office of Education Projects in India, Summers 1972 and 1982; Institute on Egyptian Culture and Society, American University of Cairo, Summer, 1974; N.E.H. Summer Fellowship, Columbia University, 1983.

**Gary Potts (1990)***Assistant Professor of Computer Science*

B.S., Saint Joseph's College, 1985; M.S., Indiana University, 1988.

**John Rahe (1985)***Assistant Professor of Communications and Theatre Arts*

A.A., Highland Community College, 1976; B.S., Kansas State University, 1978; M.A., Kansas State University, 1980.

**Donald H. Reichert, (1966)**

*Professor of Education*

B.S.Ed., University of Dayton, 1953; M.A., Ohio State University, 1956; Ph.D., Ohio State University, 1966. Economics Education Institute, Purdue University, Summer, 1976.

**Patricia E. Robinson, B.V.M., (1977)**

*Professor of Sociology*

B.A. (History), Mundelein College, 1962; M.A. (History), Loyola University, 1964; M.A. (Sociology), University of Notre Dame, 1973; Ph.D., University of Notre Dame, 1977. EH Summer Fellowship, Northwestern University, 1983; NEH Summer Fellowship, Boston University, 1986.

**Anton P. Salinski (1990)**

*Assistant Professor of Psychology*

B.A., Duquesne University, 1982; M.A., Duquesne University, 1984; Ph.D. (Cand.), Duquesne University.

**Catherine A. Salyers (1991)**

*Head Librarian and Assistant Professor*

B.S., Ball State University, 1969; M.L.S., Ball State University, 1979.

**Robert E. Schenk, (1974)**

*Professor of Economics*

B.A., Saint John's University (Minn.), 1968; M.A., University of Wisconsin, 1970; Ph.D., University of Wisconsin, 1977.

**Walter A. Scherb, (1969)**

*Assistant Professor of Business Administration*

B.S., Northern Illinois University, 1965; M.S., Northern Illinois University, 1967.

**Greg Seals (1993)**

*Assistant Professor of Accounting/Finance*

B.S., California State University, 1989; M.B.A., California State University Chico, 1991.

**Albert J. Shannon, President (1992)**

*Professor of Education*

B.A., Marquette University, 1971; M.Ed., Boston University, 1972; Ph.D., Marquette University, 1978; N.E.H. Summer Fellow, 1987, 1988; Institute for Educational Management, Harvard University, 1989; American Council on Education Fellow, 1990-91.

**Brian Simmons (1988)**

*Assistant Professor of Communications, Director of Radio*

B.S., Oklahoma Christian College, 1987; M.A., Pepperdine University, 1988.

**Frank Slaby, (1981)**

*Associate Professor of Business Administration*

B.S., Indiana University, 1961; M.B.A., Indiana University, 1963; University of Cincinnati.

**William J. Stang, C.PP.S., (1977)**

*Associate Professor of Biology*

B.S., Saint Joseph's College, 1968; M. Div., Catholic Theological Union, 1977; M.A., Indiana State University, 1981; Clinical Pastoral Education, Wales, Wisconsin, summer 1975 and Mendota State Hospital summer 1982; M.D., Indiana University Medical School, 1987.



**Jody R. Taylor, (1985)***Reference/Assistant Librarian and Assistant Professor*

B.A., University of Maine at Presque Isle, 1983; M.L.S. George Peabody College for Teachers of Vanderbilt University, 1984.

**Robb Thiel (1993)***Band Director*

B.M.E., University of Evansville, 1979; M.S.E., Indiana University, 1989.

**Ralph C. Verdi, C.PP.S., (1974)***Associate Professor of Music*

B.A., University of Dayton (Philosophy), 1967; B.A., Saint Joseph's College (Music), 1969; M.A., University of Dayton, 1969; M.Div., Saint Bernard's Seminary, 1971; M.M., University of Rochester, Eastman School of Music, 1974; Ph.D., Catholic University of America, 1991.

**Peter Watkins (1989)***Assistant Professor of Political Science*

B.A., University of Warwick, 1981; A.M., Washington University, 1983; Ph.D. (Cand.), Washington University.

**William A. White (1985)***Professor of History*

B.A., Miami University, 1969; Ph.D., Northwestern University, 1974; NEH Summer Seminar, University of Wisconsin, 1985.

**Cheryl Wistrom (1993)***Assistant Professor of Chemistry*

B.S., Northern Michigan University, 1984; M.S., University of Michigan, 1986; Ph.D., University of Michigan, 1991.

## EMERITI FACULTY

**Charles Banet, C.PP.S., (1949)***President Emeritus**Associate Professor Emeritus of Classical Studies*

B.A., Saint Joseph's College, 1950; M.A.L.S., University of Michigan, 1951; University of Michigan, 1951-52; Appointed President, 1965; American Council on Education Presidents' Institute, University of Wisconsin, Summer, 1967; Litt.D., Calumet College, 1969; LLD, Saint Joseph's College, 1991.

**Rudolph P. Bierberg, C.PP.S., (1958-1980)***Professor Emeritus of Religion*

S.T.L., Catholic University of America, 1941; S.T.D., Catholic University of America, 1943.

**Raymond M. Cera, C.PP.S., (1948-1983)***Professor Emeritus of Romance Languages*

B.A., Saint Joseph's College, 1949; M.A., Saint John's University (Brooklyn), 1951.

**Dominic B. Gerlach, C.PP.S. (1952)***Professor Emeritus of History and German*

M.A., Saint Louis University, 1952; University of Michigan, Summer, 1956; Goethe Institute, Munich, Summer, 1962 and 1972; Catholic University of America, Summer, 1965.

**Ambrose J. Heiman, C.PP.S., (1969-1980)***Professor Emeritus of Philosophy*

B.A., Saint Joseph's College, 1940; M.A., University of Toronto, 1942; L.M.S., Pontifical Institute of Medieval Studies, Toronto, 1947; Ph.D., University of Toronto, 1949; S.T.L., The Catholic University of America, 1953.

**Lawrence F. Heiman, C.PP.S., (1943)**

*Professor Emeritus of Music*

B.A., Saint Joseph's College, 1945; M.A., Catholic University of America, 1949; Marquette University, Summer, 1950; L.C.G., Pontifical Institute of Sacred Music (Rome), 1958; M.C.G., Pontifical Institute of Sacred Music (Rome), 1959; D.S.Mus., Pontifical Institute of Sacred Music (Rome), 1970.

**Leonard J. Kostka, C.PP.S., (1948-1979)**

*Professor Emeritus of Religion*

J.C.L., Catholic University of America, 1942; Seton Hall University, Summer, 1948; Saint Louis University, Summer, 1954.

**William J. Kramer, C.PP.S., (1953)**

*Professor Emeritus of Chemistry*

L.Sc.N., University of Fribourg (Switzerland), 1951; Sc.D., University of Fribourg (Switzerland), 1952.

**Hermes D. Kreilkamp, (1967-1993)**

*Processor Emeritus of History and Philosophy*

B.A., Mary Immaculate College, 1945; S.E.O.L., Pontifical Oriental Institute (Rome), 1951; Ph.D., Catholic University of America (History), 1964; M.A., Catholic University of America (Literature), 1966; M.S.L.S., Catholic University of America, 1976.

**Edward P. McCarthy, C.PP.S., (1957-1980)**

*Professor Emeritus of Philosophy*

M.A., Catholic University of America, 1945.

**Andrew G. Mehall (1961-1992)**

*Professor Emeritus of Biology*

B.S., University of Detroit, 1957; M.S., Syracuse University, 1961; Ph.D., University of Illinois, 1970; Research Participant, Illinois Institute of Technology, 1971; N.S.F. Summer Institute, University of Washington, 1965.

**Charles J. Robbins, C.PP.S., (1940-1978)**

*Professor Emeritus of Classical Languages*

B.A., Saint Joseph's College, 1940; M.A., Catholic University of America, 1945; Litt.D., Saint Joseph's College, 1978.

**Jacob S. Rodia, (1963-1989)**

*Professor Emeritus of Chemistry*

B.S., Loyola University (Illinois), 1945; M.S., University of Illinois, 1948; Ph.D., University of Illinois, 1952; N.S.F. Summer Institute, University of Akron, 1968; N.S.F. Summer Institute, Duke University, 1969.

**Charles R. Rueve, C.PP.S., (1946)**

*Professor Emeritus of Mathematics*

B.A., Saint Joseph's College, 1947; M.S., University of Notre Dame, 1949; Ph.D., University of Notre Dame, 1963.

**Ambrose A. Ruschau, C.PP.S., (1955-1986)**

*Professor Emeritus of Physics*

M.S., St. Louis University, 1956; N.S.F. Summer Institute in Radioisotope Technology, University of Michigan, 1964.

**Richard F. Scharf, (1940-1981)**

*Professor Emeritus of Physical Education*

B.S., Saint Joseph's College, 1938; M.E. in P.Ed., Indiana University, 1949; LL.D., Saint Joseph's College, 1982.



**Urban J. Siegrist, C.PP.S., (1936-1976)***Professor Emeritus of Biology*

M.S., Catholic University of America, 1936; Ph.D., Institutum Divi Thomae, 1958.  
D.Sc., Saint Joseph's College, 1976.

**Robert J. Vigeant, (1975-1993)***Assistant Librarian and Assistant Professor Emeritus*

A.B., Assumption College, 1950; M.S., Simmons College, 1957.

**Willard G. Walsh, (1954-1978)***Professor Emeritus of Speech*

B.S., United States Military Academy, 1938; M.F.A., Fordham University, 1949;  
Certificate, American Academy of Dramatic Arts, 1953; Litt.D., Saint Joseph's  
College, 1978.

**Paul R. White, C.PP.S. (1956-1992)***Professor Emeritus of Economics*

B.A., Saint Joseph's College, 1954; University of Michigan, Summer, 1955; M.A.,  
Catholic University of America, 1956; Cornell University.

## ASSOCIATE FACULTY

**John Barrientos (1980)***Lecturer in Physical Education*

B.S., Saint Joseph's College, 1951; M.S., Purdue University, 1974.

**Terry M. Butler (1992)***Lecturer in Education*

B.S., Ball State University, 1973; M.S., Indiana University, 1980.

**Karen L. Byrd, (1985)***Lecturer in French*

B.S., Indiana University, 1966; M.A.T., Purdue University, 1970.

**Phyllis Cappuccilli, (1960)***Lecturer in English*

B.A., University of Toledo, 1947; A.M., University of Michigan, 1951.

**Catherine Fay, B.V.M., (1977)***Lecturer in Religion*

B.A., Clarke College, 1949; M.A. (Education), Saint Louis University, 1954; M.A.  
(Theology), Marquette University, 1967.

**Bernard E. Hannon (1992)**

B.S., Indiana University, 1961; M.S., Indiana University, 1963.

**John R. Jezierski, (1986)***Lecturer in Nursing*

B.S.N., Loyola University; M.S.M. St. Xavier College, C.N.A.A.

**Dorothy Jones, (1977;1983)***Lecturer in Biology*

A.B., University of Wisconsin, 1957; M.A., Western Reserve University, 1964.

**Judith Kanne (1984)***Visiting Professor of Education*

B.S. in Ed., Indiana University, 1963; M.S. in Ed., Indiana University, 1974.

**James A. Kenny, (1964)***Visiting Professor of Psychology*

B.A., Maryknoll College, 1954; M.S.W., Loyola University (Chicago), 1957; Ph.D.,  
University of Mainz (W. Germany), 1962; M.A., Indiana University, 1971; Ph.D.,  
Indiana University, 1974.

**J. Philip McGraw, (1984)**

*Lecturer in Business Law*

B.S., Saint Joseph's College, 1970; J.D., Valparaiso University, 1973; National Judicial College (Reno), 1978.

**Louisa A. Monfort, (1982)**

*Lecturer in Art.*

B.A., University of California, 1973; Oregon School of Arts and Crafts; Oregon State University; M.F.A., Art Institute of Chicago, 1990.

**Wanda K. Monjon, (1985)**

*Lecturer in Spanish*

B.A., Purdue University, 1974; M.A., Universidad Ibero-Americana-Mexico City, 1975.

**Michael Moyzis (1989)**

*Lecturer in Physical Education*

B.S., University of Illinois, 1976; M.B.A., University of Illinois, 1986.

**Kathryn O'Neill, (1988)**

*Lecturer in Business Law*

B.A., Indiana University, 1970; J.D., Indiana University Law School, 1975.

**Gerald Potacki (1989)**

*Lecturer in Physical Education*

B.S., Saint Joseph's College, 1983; M.S., Fort Hays State University, 1985.

**Heidi Rahe (1988)**

*Lecturer in Communications*

B.A., Concordia College, 1982; M.A., North Dakota State University, 1984.

**William Reagan, (1984)**

*Lecturer in Physical Education*

B.S., Saint Joseph's College, 1974; M.S., Eastern Michigan, 1976.

**Thomas J. Ryan (1990)**

*Lecturer in Education*

B.A., Saint Joseph's College, 1970; M.S., Purdue University, 1973.

**Vicki Shoff Simpson, (1986)**

*Lecturer in Nursing*

A.D., B.S.N., Purdue University; M.S.N., Indiana University-Purdue University.

**Richard Stefanich (1989)**

*Lecturer in Education*

B.A., Saint Joseph's College, 1964; M.A., Purdue University, 1973.

**Linda J. Taulman (1989)**

*Lecturer in Education*

B.S., Indiana State University, 1972; M.S., University of Arizona, 1976.

**Bonita Zimmer (1980)**

*Lecturer in Art*

B.F.A., Indiana University, 1973; B.S., Indiana University, 1975. M.A. Purdue University, 1986.

**ASSOCIATE FACULTY IN AFFILIATED MEDICAL  
TECHNOLOGY PROGRAMS**

**St. Margaret Hospital**

**Hammond, Indiana**

Gretta Shipplett



**Ball Memorial Hospital**

**Muncie, Indiana**

Shirley Replogle

**Saint Mary's Medical Center**

**Gary, Indiana**

M. Sue Demitroulas

**Saint Vincent's Hospital**

**Indianapolis, Indiana**

Anne Kornafel

# Methods of Giving to Saint Joseph's

## Planning Your Gift

The most important reason for a gift to Saint Joseph's College is a belief that the College needs and deserves your support. Equally significant is the great personal satisfaction you will derive in helping Saint Joseph's fulfill its mission. While tax savings should not be the only rationale for giving, they make it much easier to give and enable you to give a more substantial amount.

Planning your gift to Saint Joseph's can help you accomplish desired financial objectives for your income and estate needs. There are gift plans to meet virtually every need and situation. Here are some of the effective ways donors can make a gift to Saint Joseph's:

### 1. OUTRIGHT GIFTS MADE DURING YOUR LIFETIME

A. Gifts of Cash — You receive an immediate income tax charitable deduction and eliminate estate tax for the amount of your gift. Tax laws allow deductions of up to 33% of adjusted gross income with a five year carry over.

B. Gifts of Appreciated Property — Securities, real, and other properties which have grown in value have special tax advantages. Donors can receive a charitable deduction for full fair-market value regardless of the amount of appreciation.

C. A gift of Life Insurance — If you have outlived the need for life insurance, consider assigning it to Saint Joseph's. You will receive an income tax deduction for the cash surrender value of a non paid-up policy. In addition, you may achieve dramatic estate tax benefits. Although it produces no income, life insurance is normally a part of the estate for tax purposes.

D. A gift of a farm or residence (including income, vacation homes) with a retained life estate — You deed the property to Saint Joseph's but retain the right to live on it or use it as long as you live (may include the life of your spouse as well). You receive an immediate income tax charitable deduction for the remainder interest (the value of the property at the end of your life), and you effect estate tax savings.

### 2. LIFE INCOME GIFTS

Charitable Trusts and Charitable Gift Annuities may be established to meet the needs and interests of the donor. They retain and can increase the income flow to a donor during his/her lifetime and/or a designated beneficiary. Development officers at Saint Joseph's will be happy to discuss with you the arrangement that best meets your needs.



### 3. GIFTS BY BEQUEST

Many of the largest gifts to Saint Joseph's have come through bequests. In planning your estate, you should remember that charitable bequests are not subject to estate or inheritance taxes. you can specify an amount in dollars, designate a percentage of the gross estate, will articles of property, or leave to Saint Joseph's College the remainder of your estate after other provisions of your will have been satisfied.

## LEVELS OF GIVING

**FATHER BANET CLUB**—Launched in 1984 in commemoration of Father Charles Banet's 20 years as President of Saint Joseph's College, members of this Club contribute \$5,000 or more to Saint Joseph's College's Annual Fund.

**TWIN TOWER'S CLUB**—Launched in 1984, members of this Club contribute \$1,000 to \$4,999 to Saint Joseph's College's Annual Fund.

**FATHER GROSS FELLOW**—Election as a Father Gross Fellow is contingent upon a minimum membership pledge. A \$15,000 cash gift, a pledge of that amount to be paid in \$1,000 annual amounts within fifteen years can be made. Alternatively a deferred gift of at least \$25,000 can be given through a bequest, life insurance policy, life income contract or irrevocable trust. It is recommended that a Father Gross fellow, who through his or her membership has pledged a cash amount, provide for any unpaid portion of this pledge by will.

**FELLOW**—The FELLOW program calls for an investment of at least \$1,000 over a three-year period.

**THE CENTURY CLUB**—Alumni and friends who comprise the Century Club make unrestricted gifts to the annual fund. Membership in the club may be maintained in any of the following categories: Donor - annual gift of \$100; Patron - annual gift of \$250; Sponsor - annual gift of \$500; Associate - annual gift of \$750.

**THE SJC CLUB**—Members contribute less than \$100.

**MATCHING GIFTS**—Members will be listed in the level of the combined personal and corporate gift.

**RESTRICTED GIFTS**—Endowment Fund, Scholarship Fund, Plant Fund, Chapel Fund, Faculty Fund, Library Fund, Departmental Fund, and Athletic Fund.

**UNRESTRICTED GIFTS**—Undesignated gifts are assigned by the Board of Trustees for the general purposes of the College. This provides the greatest flexibility to us to meet the annual budget.

**THE HERITAGE SOCIETY**—Members have during their lifetime arranged for a deferred gift to Saint Joseph's College in the form of a bequest, life insurance, trust, annuity or life estate plan.

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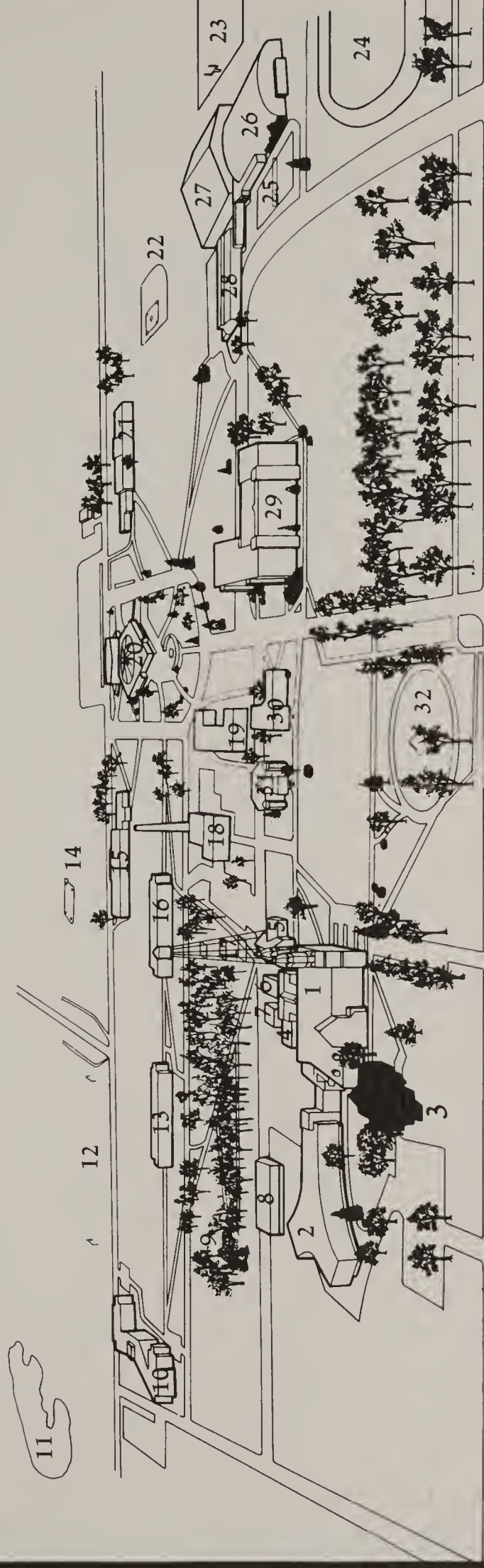
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# SAINT JOSEPH'S COLLEGE CAMPUS MAP

## LEGEND

- |  |                            |   |
|--|----------------------------|---|
| 1. Main Chapel                               | 11. Lake Banet Park        | 22. Gil Hodges Memorial Baseball Field                  |
| 2. Schweiterman Hall (Johnson Health Center) | 12. Soccer Field           | 23. Alumni Football Field                               |
| 3. McHale Administration Bldg. (Admissions)  | 13. Halas Hall             | 24. Track Field   |
| 4. Aquinas Hall Education Bldg.              | 14. Softball Field         | 25. Tennis Court  |
| 5. Administrative Computer Center            | 15. Noll Hall              | 26. Alumni Memorial Fieldhouse (Intercollegiate Sports) |
| 6. Student Computer Center                   | 16. Gallagher Hall         | 27. Hanson Recreation Center                            |
| 7. Post Office                               | 17. Water Tower            | 28. Raleigh Hall (weight room)                          |
| 8. Maintenance Bldg.                         | 18. Powerplant             | 29. Arts & Science Bldg. (classrooms)                   |
| 9. Grotto                                    | 19. Seifert Hall           | 30. Merlini Hall  |
| 10. Justin H. Oppenheim Hall                 | 20. Halleck Student Center | 31. Dwenger Hall  |
|  | 21. Bennett Hall           | 32. Reflecting Pond                                     |



← TO LAFAYETTE  
& I65 South

US 231

TO RENNELAER  
& I65 North →

